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ABSTRACT

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Physical Education--includes sections on a) exploring movement, b) locomotor and nonlocomotor skills, c) perceptual-motor skills, d) object manipulation, e) ball handling, f) rhythms, g) gymnastics, and h) physical fitness. ORGANIZATION AND PHYSICAL APPEARANCE: The first section presents a program description and general goals; the second section describes objectives, units, suggested activities, and student evaluation for each subject area. OBJECTIVES AND ACTIVITIES: General program objectives are listed in section one. Behavioral objectives and suggested activities are described for each subject area in section two. INSTRUCTIONAL MATERIALS: References are listed for each subject area. STUDENT ASSESSMENT: None indicated. OPTIONS: None listed. (PB)

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PROGRAM OF STUDIES

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SP009 312

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

PHYSICAL EDUCATION

K - 6

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

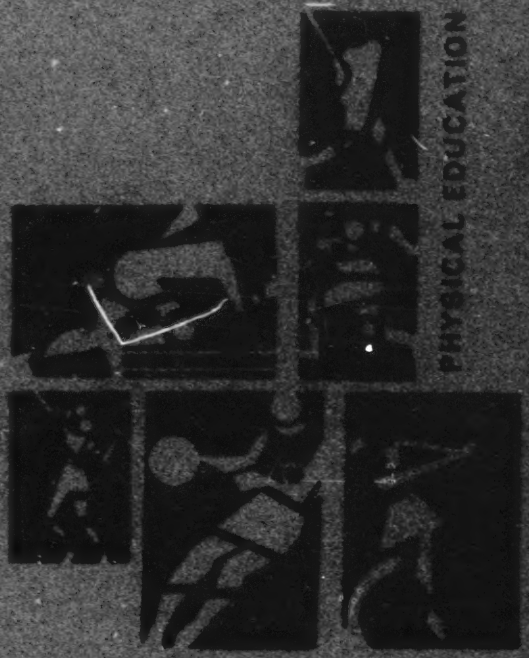
Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of developemnt. During the fall of 1974 instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

PROGRAM OF STUDIES

PHYSICAL EDUCATION



FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 6, 1974

PHYSICAL EDUCATION K-12

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PROGRAM OF STUDIES

PHYSICAL EDUCATION

SECTION A

PROGRAM OF STUDIES

Program Description (K-12)

Physical education promotes mental, physical, and social growth through a wide variety of activities which develop competency in motor skills and efficiency of movement.

As a part of the total school program, physical education provides movement-centered experiences which help the student to realize his/her fullest potential as an individual in a democratic society. These learning experiences are planned to insure a progression of skills directed toward the enjoyment of leisure-time activities.

The physical education program is designed to provide students with skills basic to involvement in team and individual activities which exhibit the contribution of physical activity to personal and social behavior, self-expression, courage, perseverance, and self-respect.

Elementary Physical Education Program (K-6)

Participation:

Elementary schools are served by one or more physical education teachers, depending on staffing patterns and school enrollments. Each child participates in five 30-minute periods per week. Two to five of these classes (levels 1-6) are taught by physical education teachers.

Class size is generally consistent with that of other subject areas, with most physical education teachers teaching approximately nine instructional periods per day. In addition, many schools offer enrichment programs such as intramurals, perceptual-motor classes, and special interest clubs.

Indoor facilities vary from school to school. Approximately one-third of the schools have gymnasiums; other schools utilize the cafeterias, multipurpose room or classrooms for instructional purposes. All schools have outdoor apparatus, one or more hard surfaced areas and grass field space.

Content:

The elementary physical education program is comprised of a wide variety of movement experiences. These are presented on a continuum progressing from simple to complex. Each child is given the opportunity to progress at his/her own rate of speed toward the mastery of many basic skills. As skills are acquired they are applied individually (such as gymnastics, dance, or track), with a partner (such as paddle, cup and ball skills), with a small group (such as rope games, hopscotch, and four square), or with a larger group (such as games of low organization, lead-up and teams).

Program content varies to some extent from school to school because of inconsistencies in the availability of facilities and equipment. However, the yearly program of elementary school physical education typically includes the following experiences:

Locomotor - Non-Locomotor

- walking
- jumping
- hopping
- skipping
- leaping
- pivoting
- galloping
- crawling
- stretching
- curling
- twisting
- swinging
- rolling
- bending

Exploring Movement
- self-space, general space
- directions
- levels
- ranges
- shapes
- pathways
- force
- flow
- speeds

Perceptual-Motor
- body awareness
- directionality
- laterality
- balance
- eye-hand coordination
- eye-foot coordination
- visual discrimination
- auditory discrimination

Object Manipulation
- jump ropes
- hoop
- tires
- wands
- scooters
- beanbags
- balloons

Ball Handling
- rolling
- throwing
- catching
- bouncing
- kicking
- striking
- volleying
- trapping
- passing

Rhythms
- basic locomotor
- singing games
- folk and square dances
- marching
- creative rhythmics
- rhythm sticks
- rhythmic ropes
- rhythmic ball handling

Gymnastics
- animal walks
- individual stunts
- partner stunts
- tumbling skills
- gymnastic apparatus
- indoor-outdoor climbing apparatus
- rope climbing

Physical Fitness
- conditioning
- testing
- strength
- speed
- flexibility
- agility
- endurance

Intermediate Physical Education Program (7-8)

Participation:

Physical education is required for all students in grades seven and eight.

Content:

Intermediate level physical education is characterized by a balanced program of individual and team sports consisting of a variety of activities. Emphasis is placed on the enjoyment of movement and participation while sequential learning is taking place. Skills strengthening the individual student's development at the elementary level are extended into more highly organized group and team-oriented activities.

A basic instructional unit of an activity would include conditioning and warm-ups, development of basic skills, lead-up activities, regulation games, and tournaments, or culminating performances. Included in student evaluation are skills, participation, improvement, attitude, and knowledge.

The intermediate physical education program includes the following activities generally based on 15 day units combined into 45 day models. Recreational activities such as horseshoes, table tennis, shuffleboard, badminton, and bowling may be offered as separate units or in combination with other activities.

Level 7	Level 8
Model I	**Model I**
Orientation	Orientation
Archery I	Flag Football II
Flag Football I	Field Hockey I
Soccer I	Soccer II
Model II	**Model II**
Basketball I	Volleyball II
Gymnastics I	Basketball II
Social, Folk, and Square Dance	
Model III	**Model III**
Volleyball I	Gymnastics II
Wrestling I	Creative Dance I
Recreational Activities	Wrestling II
Model IV	**Model IV**
Track and Field I	Tennis I
Softball I	Track and Field II
Testing	Testing

High School Physical Education Program (9-12)

Participation:

Physical education is required for all students in grades nine through ten and offered on an elective basis for students in grades eleven and twelve.

Content:

The high school physical education program is developed for refinement of skills learned at previous levels plus the initiation of new skills related to leisure-time activities. However, group and team games continue to be an essential part of the high school program. Included in student evaluation are skills, participation, improvement, attitude, and knowledge.

Several schools have developed adaptive physical education programs to accommodate students who have social, mental, or physical handicaps.

Intramural programs are offered providing competition in addition to the interscholastic program and include a wide variety of activities.

A typical high school physical education program might include the following activities. Units are based on 15 day segments combined into 45 day models. Recreational sports may be taught separately or in combination with other sports.

Level 9

Model I

Orientation
Soccer
Field Hockey
Flag Football

Model II

Basketball
Volleyball

Model III

Gymnastics
Wrestling

Model IV

Track and Field
Tennis
Softball

Level 10

Model I

Orientation
Flag Football
Speedball
Archery

Model II

Recreational Activities
Gymnastics
Self-Defense

Model III

Basketball
Weight Training
Dance

Model IV

Track and Field
Tennis
Casting

Level 11-12

Model I

Archery
Tennis
LaCrosse

Model II

Weight Training
Slimnastics
Recreational Activities

Model III

Fencing
Volleyball
Handball

Model IV

Camping
Golf
Softball

PROGRAM OF STUDIES

PHYSICAL EDUCATION
GRADES K-6

SECTION B & C

EXPLORING MOVEMENT

	K	1	2	3	4	5	6
	Physical Education K-6 Sections B and C September 3, 1974						
I. Objectives							
The student:							
A. Develops efficient body management skills through body awareness.	X	X	X	X	X	X	X
B. Develops an understanding of efficient body movement through the components of space, time, force, and flow.	X	X	X	X	X	X	X
C. Experiences the joy of movement							
1. Has opportunities to create	X	X	X	X	X	X	X
2. Has opportunities to problem solve and to learn through the process of discovery	X	X	X	X	X	X	X
3. Increases cardio vascular fitness through vigorous gross motor activity.	X	X	X	X	X	X	X
II. Units							
A. Activities (Skills)							
1. Moving in self space and in general space	X	X	X	X	X	X	X
2. Moving in different directions	X	X	X	X	X	X	X
3. Moving on different levels	X	X	X	X	X	X	X
4. Moving in different ranges (large and small)							
5. Moving and changing shapes	X	X	X	X	X	X	X
6. Moving in the air (flight)	X	X	X	X	X	X	X
7. Moving in different pathways	X	X	X	X	X	X	X
8. Moving different body parts	X	X	X	X	X	X	X
9. Changing relationships of body parts (meeting and parting)	X	X	X	X	X	X	X
10. Creating force - weak - strong	X	X	X	X	X	X	X
11. Absorbing force	X	X	X	X	X	X	X
12. Moving on balance and off - balance (gravity)	X	X	X	X	X	X	X
13. Transferring weight (rocking, rolling, sliding)	X	X	X	X	X	X	X
14. Transferring weight (steplike movements)	X	X	X	X	X	X	X
15. Transferring weight (flight)	X	X	X	X	X	X	X
16. Moving at different speeds	X	X	X	X	X	X	X
17. Moving response to different rhythms (pulse beats)	X	X	X	X	X	X	X
18. Moving in bound or free flow and creating movement sequences	X	X	X	X	X	X	X
19. Moving in response to phrases and creating movement sequences	X	X	X	X	X	X	X
20. Creating movement sequences	X	X	X	X	X	X	X
B. Understandings							
1. Knowledge of movement vocabulary							
2. Body movement in many ways for many purposes							
3. Body used in creative ways - problem solving technique							

4. Body used to communicate ideas, feelings, emotions, and thoughts
5. Differentiation between efficient and non-efficient movement of the body.

C. Teaching Suggestions

1. General

Movement exploration lends itself to the problem solving - discovery methods of teaching. Practicing discovering for oneself teaches children to acquire information in such a way that problem solving skills are acquired.

The material presented should be organized by content objectives or "units."

Problems should be presented so that a child understands the limitations. These limitations would involve the variables of space time force. Within these limitations the child should be free to initiate responses which are uncommon, unique and not considered wrong.

The teachers role should be to: (1) present the problem; (2) give cues or restate the problem if necessary, to evaluate the solutions as to their relevance in relation to the original problem; (3) either refine or state subsequent problems which will lead the child into either further exploration or pre-conceived abilities or solutions; (4) evaluation or demonstration of solutions.

In accordance with the above suggested format a sample movement exploration problem is presented below:

(a) Can you make up a movement sequence that uses three movements to move you through general spaces?
(b) Cues and restatement "What body parts are touching the floor?" Are you always moving in the same direction? Are you using a change of level? Are your movements slow or fast? Are your movements strong or weak?
(c) Restatement: When you are happy with the three movements in your sequence see if you can repeat them over and over in the same order smoothly.
(d) Sets: watch John and Linda and what makes their movement sequence look so smooth. Are three movements always done in the same order?

2. Specific

(a) Children need a specific starting and stopping signal. This signal may be a word or a drum.
(b) Adapt movement problems to the level of the learner.
(c) Children should be encouraged to explore independently. Original solutions most often result when students do not copy the teacher or peers
(d) Present problems clearly and concisely to enable the students to start moving quickly.
(e) Anticipate possible solutions and permit children to share the results of their work when it is completed.
(f) Keep teacher demonstrations to a minimum to discourage imitation.
(g) Encourage creativity.
(h) Be enthusiastic and generous with praise and encouragement as you move freely among the children.
(i) Present problems in a variety of ways such as "Who can?" "Can you?" "What if?" "How can?" "Can you show me?"

(j) When planning for movement exploration the movement tasks can be according to specific objectives. These objectives most often involve the elements of space, time, force and flow. These elements frequently will overlap in any given problem. The following are some suggested content problems to be explored:

(1) Change of level problems - can you ....
- Move on a low level with three body parts on the floor?
- Can you move using walking on three levels?
- As you move around the room each time can you change directions, also change levels?

(2) Change of direction - can you .....
- Move about the room quickly and each time you come close to an object or person change directions to avoid ever touching?
- Find how many different directions you can move while bouncing your ball with control?
- Move always in the opposite direction from your partner? Try forward, backward, sideward, downward, circular, zig zag. Begin with one body part and gradually add parts until your entire body is moving.

(3) Ranges of movement - can you ....
- Make your body narrow then very slowly widen it to its widest?
- Try a tiny movement using your arm then try the same movement in a big way using a leg?
- Skip in all sizes - teeny weeny, teeny, medium, medium large and giant huge?

(4) Pathways of movements - can you ....
- Move your body in circles while traveling in a straight line?
- Gallop on a zigzag pathway?
- Move so that you outline your name on the floor while moving on a low level.

(5) Patterns of movement - can you ....
- Combine three arm movements into a pattern?
- Combine three locomotor movements in a sequence?
- Make a four part movement pattern?in which you and your partner change levels or directions with each movement?

(6) Exploring force, its use, and discrimination - can you ....
- Jump as high as you can then land without making any noise?
- Move your entire body sharply from one shape to another shape each time you hear a drum beat?
- Find a way to throw the ball so that it rebounds back to you with only one bounce?

(7) Exploring elements of time problems - can you ....
- Take ten beats of the drum to rise from a tucked little ball to a tall stretched position?
- Combine three ways of jumping rope within these twelve measures of music?
- Using the change of tempo in the music move the way the the music makes you feel?

(8) Exploring elements of flow problems - can you....
- Move as if you were very tired so that your movements are smooth and flowing?
- Combine dribbling and passing down the room with your partner in a smooth sequence so that you never change running speed?
- Combine stretch and curl and roll into a smooth movement sequence?

D. References

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Dauer, Victor P., Essential Movement Experiences for Preschool and Primary Children, Washington State University, Pullman, Washington, Burgess Publishing Company, 1972.

Gilliom, Bonnie Cherp, Basic Movement Education for Children, Addison-Wesley Publishing Company, 1970.

III. Evaluation

A. Expectations of 80% of the students

Level K

1. Distinguishes between personal and general space.
2. Can start and stop movement on command.
3. Executes movement in forward and backward direction.
4. Can use the body to imitate basic transportation vehicles and animals.
5. Distinguishes the difference between high and low levels.

Level 1

1. Demonstrates difference between self space (in placing using axial movements) and general space (play area using locomotor movements).
2. Moves through general space without contact.
3. Stops quickly and holds position on command.
4. Leads body on request using one or more body parts.
5. Differentiates axial movements by twisting, stretching and curling on request.
6. Demonstrates soft and hard landings.
7. Executes directions of forward, backward, and sideward upon command.
8. Distinguishes following commands: over, under, back of, front of, behind, inside.
9. Differentiates and moves body or single body part in high, medium, and low levels on command.
10. Can react with the body to verbalized concepts such as: be a cat, be a clown, be a train.

Level 2

1. Moves quickly and slowly without contact through general space within established boundary.
2. Using different body parts, moves around floor.
3. Follows a changing directional line established on floor.
4. Relaxes whole body on floor without tension.
5. Curls and stretches a body part.
6. Hops and jumps forward and backward.
7. Distinguishes following commands: near to; far from; long-short; large-small; wide-narrow; straight and wide; twisted.
8. Transfers weight while changing levels: low level-crouch; middle level-stand on right foot; high level-stand on tiptoes.
9. Can show thru movement various moods, happy, afraid, angry, sleepy.

Level 3

1. Creates movement pattern leading body with left elbow; right foot; right shoulder; and left hip.
2. Moves to drum beat through general space within established boundary.
3. Demonstrates an understanding of range by moving 3 different ways within confined area such as a hoop.
4. Extends and flexes body parts with force.
5. Moves on and over object such as tires and boxes, with free continuous movement.
6. Starts and finishes a movement sequence with a pose held for 3 seconds.
7. Can show thru movement the difference in various moods: tired, sad, happy, energic.
8. Moves changing level and speed while interpreting the movement characteristics of animals, machines and transportation vehicles.

Level 4

1. Combines axial and locomotor movements in general space such as walking and circling arms.
2. Moves different body parts in response to a beat while holding the balance as still as possible.
3. Creates a movement sequence to music, starting and finishing with a pose.
4. Distinguishes force by moving from a sudden, explosive movement to a smooth flowing movement back to an explosive movement in response to a beat.
5. Use body to interpret an ideas or poem.

Level 5

1. Creates a floor pattern by combining axial and locomotor movements such as walking in a circle while circling arms.
2. Moves body parts in vibratory action starting with extremities and continuing in sequence, example: shake toes, ankle, knee, leg, fingers, wrist, elbow, arm, head, trunk.
3. Mirrors partner who changes position on beat.
4. Creates movement sequence in a group by combining individual moves in sequence.
5. Creates 4/4 movement pattern in which every other move in a repeat of the first (A-B, A-C, A-D).

Level 6

1. Moves in general space and stops on command within arms length of object.
2. Creates a floor pattern with partner or group by combining axial and locomotor movements, such as walking in a circle and circling arms.
3. Creates and displays an original short story with a group.
4. Imitates partner in sequence for 30 seconds with or without music.
5. Creates a 4/4 movement pattern in which every other move is a repeat of the first (A-B, A-C, A-D) using change of level in general or self space.

LOCOMOTOR AND NON-LOCOMOTOR

	K	1	2	3	4	5	6
I. Objectives							
The student:							
A. Locomotor skills: Performs locomotor skills moving the body thru space with feet as a moving base.	X	X	X	X	X	X	X
B. Non-locomotor skills: Performs non-locomotor skills in which various parts of the body move in space while the feet remain in place.	X	X	X	X	X	X	X
II. Units							
A. Activities (Skills)							
1. Locomotor skills							
(a) Crawling	X	X					
(b) Walking	X	X	X	X			
(c) Running	X	X	X	X	X	X	X
(d) Jumping and landing	X	X	X	X	X	X	X
(e) Hopping	X	X	X	X	X	X	X
(f) Skipping	X	X	X	X	X	X	X
(g) Leaping	X	X	X	X	X	X	
(h) Galloping		X	X	X			
(i) Sliding	X	X	X	X	X	X	X
(j) Dodging		X	X	X	X	X	X
(k) Pivoting			X	X	X	X	X
(l) Stopping	X	X	X	X	X	X	X
2. Non-locomotor skills							
(a) Bending	X	X	X	X	X	X	X
(b) Stretching	X	X	X	X	X	X	X
(c) Twisting	X	X	X	X	X	X	X
(d) Curling	X	X	X	X	X	X	X
(e) Turning	X	X	X	X	X	X	X
(f) Shaking	X	X	X	X			
(g) Falling	X	X	X	X	X	X	X
(h) Static balance	X	X	X	X	X	X	X
(i) Pulling	X	X	X	X	X	X	X
(j) Pushing	X	X	X	X	X	X	X
(k) Swinging	X	X	X	X	X	X	X
(l) Swaying			X	X	X	X	X
(m) Pivoting					X	X	X
B. Understandings							
1. Identify the different locomotor and non-locomotor skills.	X	X	X	X	X	X	X
2. Understand the components of locomotor and non-locomotor skills.		X	X	X	X	X	X
3. Differentiate between the different locomotor and non-locomotor skills.		X	X	X	X	X	

C. Teaching Suggestions

In teaching locomotor skills the following key phrases and examples will be helpful:

1. Walking
   (a) Key phrases
      (1) Head up, eyes straight ahead
      (2) Push off with toes
      (3) Land on heel, letting weight roll along outer edge of foot to the toes
      (4) Point toes straight, inner borders of feet falling in a straight line
      (5) Swing leg from hip
      (6) Swing arms in opposition to feet
      (7) Step lightly
   (b) Examples
      (1) Walk forward, backward, sideways
      (2) Walk on tiptoes
      (3) Walk as if on ice
      (4) Walk as if in a parade
      (5) Walk with stiff legs
2. Running
   (a) Key phrases
      (1) Bend elbows and knees
      (2) Head up
      (3) Run on toes (balls of feet)
      (4) Swing arms forward, in opposition to feet
   (b) Examples
      (1) Run in slow motion
      (2) Run between objects
      (3) Run through a turning rope
      (4) Run in relay formation
      (5) Run and stop on signal
3. Leaping
   (a) Key phrases
      (1) Swing arms up and forward
      (2) Land on one foot, knees bent
      (3) Push up, stretch, and reach
      (4) Knee leads out and then stretches forward
      (5) Rear leg extends backward in the air, after vigorous push-off
   (b) Examples
      (1) Run across floor and leap
      (2) Leap over a rope or line
      (3) Leap without taking running steps
      (4) Leap over a series of hurdles without breaking stride
      (5) Leap for height and distance
4. Jumping
   (a) Key phrases
      (1) Swing arms down and then up on the take-off
      (2) Bend knees and ankles
      (3) Stretch and reach
   (b) Examples
      (1) Jump for height; for distance
      (2) Jump light, heavy
      (3) Jump like a bouncing ball
      (4) Jump and reach
      (5) Jump over rope

5. Hopping - is pushing the body off the floor on one foot, the other foot maintaining balance during the lift and the body and arms leaning forward.
   (a) Key phrases
      (1) Lift arms
      (2) Up and down on the hopping foot
      (3) Land on toes
      (4) Bend knees
   (b) Examples
      (1) Hop in place
      (2) Hop forward, backward, sideward
      (3) Hop over rope
      (4) Hop high, hop low
      (5) Hop varying distances
6. Sliding
   (a) Key phrases
      (1) Step to side
      (2) Lead with same foot
      (3) Draw second foot up to first and hop
   (b) Examples
      (1) Slide to right, left
      (2) Slide with big lift, small lift
      (3) Slide, turning in air on hop every fourth slide step
      (4) Slide with partner, holding hands
      (5) Slide around in a circle
7. Skipping
   (a) Key phrases
      (1) Hop!
      (2) Swing arms up
      (3) Step, then hop
   (b) Examples
      (1) Skip forward, backward
      (2) Skip lightly, heavily
      (3) Skip around objects
      (4) Skip high, low
      (5) Skip in relays
8. Galloping
   (a) Key phrases
      (1) Step forward
      (2) Draw other foot up to first and hop
      (3) Always lead with same foot
   (b) Examples
      (1) Gallop forward with right leg, then with left leg
      (2) Gallop in circle
      (3) Gallop over ropes placed on ground
      (4) Gallop in relays
      (5) Gallop with partner
9. Landing
   (a) Key phrases
      (1) Land on balls of feet
      (2) Bend ankles and knees
      (3) Hold head erect
      (4) Rebound with a little jump
      (5) Extend arms sidewards
   (b) Examples
      (1) Jump into air and land with knees bent
      (2) Jump into air, land, and immediately rebound into another jump

(3) Run, jump, land
(4) Jump over obstacle and land
(5) Jump, turn in air, and land

10. Stopping
    (a) Key phrases
        (1) Head up
        (2) Bend knees
        (3) Land with feet apart
        (4) Lean back at waist
    (b) Examples
        (1) Run and stop on signal
        (2) Run in circle, stop on command
        (3) Follow leader, stop when leader does
        (4) Jump, run, and stop
        (5) Run in circle, pivot, run, and stop
11. Pivoting - is changing direction, with one foot stationary. The weight of the body is on the toes, the base foot is always in contact with the floor as the other foot pushes off in the desired direction.
    (a) Key phrases
        (1) Bend knees
        (2) Keep body low
        (3) Spin on toes
        (4) Push with free foot
    (b) Examples
        (1) Pivot on command
        (2) Run, stop, pivot, run
        (3) Pivot, with both feet stationary
        (4) Receive a ball, pivot, and pass
        (5) Pivot around in a circle with a partner
12. Dodging
    (a) Key phrases
        (1) Bend knees and stop quickly
        (2) Lean toward evading side
        (3) Push off in new direction
        (4) Feint one way and move another
    (b) Examples
        (1) Run to designated spot, change direction
        (2) Run around obstacles
        (3) Run and evade ball thrown by partner
        (4) Run towards partner, evading a tag
        (5) Run an obstacle course
13. Crawling
    (a) Key phrases
        (1) Move on hands and knees
        (2) Use hand and knee on same side
    (b) Examples
        (1) Crawl around a circle
        (2) Crawl along a straight line
        (3) Crawl around obstacles

The following are suggested for the development of non-locomotor skills:

1. Bending - is a movement at a joint which brings two adjacent parts of the body together. It can be done in relaxed or in vigorous fashion, with even or uneven rhythm.
    (a) Key phrases
        (1) Be flexible
        (2) Bend to full range

(b) Examples
(1) Bend arms, legs, trunk
(2) Bend like a snake, dog, tree
(3) Bend to music
(4) Bend up and down, as a ball bounces
(5) Make combination movements by bending different parts

2. Pulling - is a forceful movement which brings an object toward the body.
(a) Key phrases
(1) Extend arms and legs
(2) Lean the body
(3) Bend knees
(b) Examples
(1) Pull an object toward body
(2) Pull an object from behind the body
(3) Sit and pull, kneel and pull
(4) Pull an object quickly, slowly
(5) Play tug-of-war

3. Pushing - is a forceful movement which moves an object away from the body.
(a) Key phrases
(1) Maintain good balance
(2) Use muscles of legs and arms
(b) Examples
(1) Push light-weight objects across the floor, heavy-weight objects
(2) Push with one hand, two hands, one leg, two legs
(3) Push partner across floor
(4) Lying down, push self up with hands
(5) On hands and knees, push partner across floor

4. Stretching - is an extension of the joints of the body. This expanding may take place at any of the joints and in various combinations.
(a) Key phrases
(1) Maintain good balance first
(2) Use different parts of the body
(3) Stretch to full range
(b) Examples
(1) Stretch body tall, wide
(2) Stretch isolated parts
(3) Jump and stretch
(4) Stretch out while running
(5) Lying down, be as long as possible, be as wide as possible

5. Swaying - is the same type of movement as swinging except the weight support is below the moving parts.
(a) Key phrases
(1) Relax, be flexible
(2) Keep support below moving part
(3) Have graceful continuous movements
(b) Examples
(1) Sway arms overhead, backward, sideward
(2) Sway like a tree
(3) Sway like a windshield wiper
(4) Be a blade of grass, swaying in the wind
(5) Lying down, sway legs from side to side

6. Swinging - is a circular or pendular movement of one or more parts of the body around a stationary center. The force generated by the drop of the swinging part will carry it upward in the opposite direction.
   (a) Key phrases
      (1) Add force to upward swing
      (2) Keep one part stationary
      (3) Help arms swing
      (4) Relax
   (b) Examples
      (1) Extend elbow shoulder height; let limp lower arm swing back and forth
      (2) Lying down, swing one leg back and forth
      (3) Swing one arm and opposite leg
      (4) Swing head from side to side
      (5) Swing on a hanging rope
7. Turning - is a partial or total rotation of the body or body parts and a shifting of the base of support.
   (a) Key phrases
      (1) Maintain good balance
      (2) Use maximum rotation
   (b) Examples
      (1) See how many parts of the body can turn all the way around
      (2) Lying on stomach, turn around
      (3) Turn while walking, running, skipping
      (4) Turn like a top, a washing machine
      (5) Jump off box and turn in air
8. Falling - implies losing balance and making sudden contact with the floor. As a safety measure for all activities, teachers should stress the correct way to fall.
   (a) Key phrases
      (1) Relax
      (2) Roll with the fall
      (3) Bend at joints
      (4) Tuck chin
   (b) Examples
      (1) From a standing position, melt like a snowman
      (2) Roll in a tucked position
      (3) Be a ball and roll around in a circle
      (4) From a raised place (chair, box) put hands on floor and roll off
      (5) Jump from a low box and go into a roll
9. Twisting - is a rotation of a body part around its own axis. This movement can take place only at the neck, shoulder, wrist, and hip joints and along the spine.
   (a) Key phrases
      (1) Maintain good balance first
      (2) Use full range
   (b) Examples
      (1) Twist one arm around the body
      (2) Twist one body part in one direction another in the other direction
      (3) Standing on one foot, twist the whole body
      (4) Twist the head as far as possible
      (5) Twist like a screwdriver, a spring

10. Curling
    (a) Key phrases
        (1) Relax into small ball
        (2) Use whole body - tuck head
    (b) Examples
        (1) From stretched position standing
        (2) From lying position on floor
11. Shaking
    (a) Key phrases
        (1) Wiggle body
        (2) Move body parts quickly
    (b) Examples
        (1) Shake head expressing "no"
        (2) Shake arms like branches of trees
        (3) Shiver as if you are cold
12. Static balance
    (a) Key phrases
        (1) Hold pose
        (2) Freeze
    (b) Examples
        (1) Stand on both feet in one place
        (2) Stand on one foot in one place
        (3) Stand on toes
        (4) Balance with eyes open and closed

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III. Evaluation

A. Expectations of 80% of the students

Level K - Locomotor Skills

1. Crawls forward a distance of 20 feet with opposite arm and leg moving forward at the same time.
2. Walks forward a distance of 25 feet, arms and legs in opposition, toes pointing straight ahead.
3. Runs forward a distance of 30 feet, on balls of feet, arms and legs in opposition.
4. Jumps into air and lands on both feet, flexing both knees.
5. Pulls wagon forward, goes around obstacle 10 feet away, returns to starting position.
6. Pushes wheel barrow forward, goes around obstacle 10 feet away, returns to starting position.

Level K - Non-Locomotor Skills

1. Bends and stretches different body parts while mirroring teacher.
2. Falls while in kneeling position onto hands.

3. Turns body left and right and faces opposite direction.
4. Lowers body from standing position to squat position.

Level 1 - Locomotor Skills

1. Walks forward a distance of 25' with head up, shoulders back, heel-toe contact with ground, arms and legs in opposition, with transfer of weight from one foot to another.
2. Runs a distance of 30' on balls of feet, bending elbows and knees, swinging hands and arms forward to opposition to feet, head up, eyes forward.
3. Jumps with feet shoulder width apart, knees bent, pushing off with feet, springing into air while swinging arms forward and upward, landing on both feet, flexing knees and arms.
4. Hops in place 5 times by taking off and landing on the same foot.
5. Leaps 12" taking off on one foot, landing on the other.
6. Gallops 20' with left foot leading, then right foot leading.
7. Slides 5 times to the right with weight on right foot sliding left foot to right.
8. Slides 5 times to left with weight on left foot, sliding right foot to left.
9. Runs and stops quickly on command and maintains balance on 3 consecutive trials.

Level 1 - Non-Locomotor Skills

1. Bends and stretches different body parts.
2. Bends and stretches using imagery.
3. Falls from a standing position to a front lying position.
4. Turns body a quarter, half, and full turn to right; then to the left.
5. Twists body, while feet are stationary, right and left, looking at object in opposition direction.

Level 2 - Locomotor Skills

1. Walks forward, backward, sideward and zig-zag a distance of 30' in slow, moderate, and fast speeds.
2. Using a slow and moderate speed with different patterns runs a distance of 50' backward.
3. Jumps over, in, and out of a tire forward, backward, and sideward, 3 out of 5 times.
4. Using a standing broad jump, jumps a distance of 2'.
5. Hops forward, backward, and sideward for a distance of 5'.
6. Leaps a distance of 1½'.
7. Skips a distance of 20' with a long step and short hop alternating the lead foot after each hop.
8. Gallops slow and fast around in a circle while pantomiming a horse.
9. Slides sideways a distance of 20' facing one direction.
10. Runs along a 15' line and dodges with a quick shifting of weight away from an object placed on that line and continues to run to end of line.
11. Runs and stops at a specific point in space of 3 of 5 trials.

Level 2 - Non-Locomotor Skills

1. Bends and stretches different body parts in sitting and lying positions.
2. Lowers body from a standing position to one half or three quarters of the way toward the floor, then returns to the standing position.
3. Stretches body from curled position to standing position.
4. Twists on balls of feet, faces opposite direction and lowers to squat position.
5. Swings leg 5 times forward and backwards while balancing on opposite foot, alternating right and left leg.

Level 3 - Locomotor Skills

1. Using a crossover sidestep, walks on tiptoes, on heels a distance of 15', alternating high and low levels.
2. Runs a distance of 100' forward with moderate and fast speeds with different patterns.
3. Using a standing broad jump, jumps a distance of 3'.
4. Using a running broad jump form of taking off on one foot and landing on two, jumps a distance of 4'.
5. Hops 2 times a series of 3 hops on left foot, 3 hops right foot.
6. Leaps a distance of 2'.
7. Leaps over a rope 12" high.
8. Skips in a circle a distance of 30' forward and 10' backward.
9. Gallops a distance of 30' alternating 5 gallops on each foot.
10. Slides facing right, then left a distance of 25'.
11. Runs along a 25' line and dodges a moving object.
12. Pivots in a stride position with right foot forward, pivot to left spinning on balls of feet and assuming stride position in opposite position. Repeat using opposite feet.
13. Runs back and forth (2 complete trips) between two lines and stops on each line each time.

Level 3 - Non-Locomotor Skills

1. Bends one part of body (arms) while stretching the other (legs).
2. Assumes various positions on floor (crouched, sitting on feet, etc.) and rises back to standing position.
3. Stretches body from curled position while lying on side, on back.
4. Shakes various body unilaterally and cross-laterally, maintaining static balance.

Level 4-5-6 - Locomotor and Non-Locomotor Skills

1. Application of locomotor and non-locomotor skills to specific teaching units (basketball, track and field, etc.).

PERCEPTUAL-MOTOR

	K	1	2	3	4	5	6
I. Objectives							
The student:							
A. Body Awareness — Recognizes and controls the body or its isolated parts efficiently in specified tasks.	X	X	X				
B. Directionality — Performs a series of directional movements.	X	X	X	X	X	X	X
C. Laterality — Develops unilateral, bilateral, cross-lateral concepts about movement tasks.	X	X	X	X			
D. Balance — Maintains equilibrium in any task involving control of the center of gravity while stationary and moving.	X	X	X	X	X	X	X
E. Eye-Hand Coordination — Coordinates eyes and hands simultaneously and controls them independently.	X	X	X	X			
F. Eye-Foot Coordination — Coordinates eyes and feet simultaneously and controls them independently.	X	X	X	X	X	X	X
G. Visual Discrimination — Demonstrates movement concepts of visual discrimination by performing specific tasks involving tracking forms and shapes, figure-ground, memory.	X	X	X	X	X	X	X
H. Auditory Discrimination — Demonstrates movement concepts of auditory discrimination by performing specific tasks involving auditory acuity.							
II. Units							
A. Activities (Skills)							
1. Body Awareness							
(a) Displays understanding of location of body parts.	X	X	X				
(b) Displays understanding of location of body parts through movement of various parts.			X	X			
2. Directionality — Distinguishes right from left, up from down, forward from backward.	X	X	X	X			
3. Laterality — Moves arms and legs in single and combination movements in both lying and standing positions.	X	X	X	X			
4. Balance — Demonstrates static balance by maintaining a stable position using combinations of various body parts.	X	X	X	X	X	X	X

	K	1	2	3	4	5	6
(b) Demonstrates dynamic balance by the ability to control center of gravity using all locomotor patterns.	X	X	X	X	X	X	X
(c) Demonstrates both static and dynamic balance on the following apparatus: balance beam, balance board, ladder.	X	X	X	X	X	X	X
5. Eye-Hand Coordination Demonstrates the skills of catching, throwing, and striking in various movement situations.	X	X	X	X	X	X	X
6. Eye-Foot Coordination (a) Demonstrates the skills of kicking and controlling objects with the feet.	X	X	X	X	X	X	X
(b) Demonstrates ability to control eye-foot coordination by stepping, hopping, or jumping into various floor patterns.							
6. Visual Discrimination (a) Demonstrates the ability to distinguish among various shaped objects and to match objects of a similar shape.							
(b) Demonstrates memory by performing a serial motor task.							
(c) Demonstrates the ability to distinguish figure from ground patterns.	X	X	X	X			
(d) Demonstrates the ability to track with the eyes without extraneous head movement.	X	X	X	X			
7. Auditory Demonstrates the ability to conform the speed of motor patterns to various rhythmical stimuli.	X	X	X	X	X		

B. Understandings
Does not apply

C. Teaching Suggestions

Most activities included in perceptual motor training programs are also found in most elementary physical education, and all children benefit from general perceptual motor activities, such as balancing and self-testing activities, rhythmics, object manipulation, games, and relays. Perceptual motor programs, however, sometimes make an even greater contribution to children with learning disabilities and under-achievers in reading. For these children, activities for balance, body awareness, eye-foot coordination, eye-hand coordination, and unilateral, bilateral, and cross-lateral movements need special emphasis.

1. Activities for Body Awareness (identification of body parts: shoulders, hips, head, ankles, ears, feet, eyes, elbows, mouth)
   (a) Simon Says
   directions for each movement include a body part; i.e., "Simon says put your hands on your ear"
   (b) Use more specific directions; i.e., "Simon says put your left hand on your right knee"
   (c) Ask for movement in a given direction; i.e., "Simon says move your body with a skip to the right"

(d) Use of a mirror to relate image to own body.

2. Activities for Directionality
   (a) Solve spacial problems in relation to directional terms such as up-down, forward-backward, above-below, over-under using hands, feet and other body parts.
   (b) Identify top, bottom, and side of own body, various objects, and the room.
   (c) Set up obstacle course which requires child to use directional terms in relation to obstacles - moving over, under, around.
3. Activities for Eye-Hand Coordination
   (a) Ping Pong Flick
   In a circle formation, children aged 5-8 lie on stomachs, facing center with chests raised and supporting themselves by one hand. With other hand, they free flick a ping pong ball across the circle, back and forth. This activity, along with activity for developing eye-hand coordination, will aid in finger manipulation and small muscle development.
   (b) Beanbag Toss
   Beanbags are tossed at tires. Tires are set against wall at diagonal and beanbags thrown from different distances. Barrels with cut out faces can also be used as targets for beanbags. (Note section in improvised equipment.)
   (c) Jug-go
   The Jug-go is a plastic bleach bottle with the bottom removed and a rubber ball on a string attached to it.
   - child holds the Jug-go by the handle with the open end up; using right hand, child swings the ball up and catches it in the Jug-go
   - holding the Jug-go with both hands, child swings the ball up and catches it
4. Activities for Eye-Foot Coordination
   (a) Stepping Stones
   Alternate red and green pieces of plastic tape are placed in a horseshoe design to represent footprints of the children. These tape marks are the stones, the red "stone" representing the left foot and the green "stone" representing the right foot. The child walks the "stone" arrangement, placing his left foot on the red stone and his right foot on the green (he is instructed to place his toe on the stone first, then slap the heel down); walks the stones in the same manner but this time says "left" before he places his left foot and "right" before he places his right foot.
   (b) Kick-a-loop
      (1) Individual Activities
      Kick-a-loop is a manufactured plastic ball with a string leading to a ring at the other end. The ring is placed around the child's ankle and as the ball is swung around the ankle the child hops over the ball. The swing is a result of the circular movement of the foot. This activity contributes to the development of eye-foot coordination.
5. Activities for Bilateral, Unilateral, and Crosslateral Movements
   (a) Angels in the Snow (child lies on his back with hands at sides and feet together. At commands, "right arm, left leg, move (pause) back," for instance, moves arm and leg out across the floor and back again, continuing the movement with alternated words "out" and "back", repeating each movement six to ten times.
      (1) bilateral
      move both arms, both legs, and then both arms and both legs at the same time
      (2) unilateral
      right arm, right leg, right arm and leg together; left arm, left leg, left arm and leg together

(3) cross lateral
right arm and left leg; left arm and right leg

(b) Chalkboard activities (Child takes piece of chalk in each hand. At arms length from board and holding arms in "guns drawn" fashion, child walks slowly forward until chalk touches board. He then leans forward until his nose touches the board, leaving a mark. The mark is X'ed with the chalk and indicates eye level for such activities as those following.)
(1) bilateral circles - child makes large circles on both sides of the X, starting at top of X and moving out, down, and around
(2) watching the X constantly, child makes horizontal lines on both sides of X, placing chalk at X and drawing straight lines outward

6. Activities for Balance
(a) Static balance
(1) Kneeling position with hands on floor child raises right hand and holds it high, left leg and right arm held high and straight.
(2) Standing on one foot, balance with arms out straight, with hands on hips.
(b) Dynamic Balance
(1) Perform various rolls, log, egg, and forward.
(2) Jumping over objects, a particular pattern, in and out of tires.
(3) Hop on right foot, hop holding an object in hand, on a hop scotch pattern.
(c) Balance activities on apparatus
(1) Balance boards (boards with various bases are used to increase or decrease difficulty.) Child stands on board with feet separated and tries to keep balance.
(2) Balance beam
- Child walks forward slowly on the beam, arms extended sidewise
- Child walks forward, does two half-squats, and continues along beam
(3) Bounce board
Child hops along board and in the middle bounces in a circle, to the right, with right arm extended to the side.
(4) Ladder on floor - walk on rungs of ladder, on side of bars of ladder.

7. Activities for Visual Discrimination
Geometric shapes of two sizes placed on floor:
(a) Can you walk around the largest circle;
(b) Jump three times inside the large circle and hop twiee in the small square;
(c) Balance on one foot inside the small triangle and balance on three body parts in the square.
Geometric shapes upright:
(a) Can you climb head first thru the circle and feet first thru the square;
(b) Can you climb backwards thru the triangle and forward thru the circle.

8. Activities for Auditory Discrimination
(a) Use a drum at various tempos to indicate the speed of different locomotor movements the child will perform.
(b) Use music at various tempos to indicate the speed of the child's locomotor movements.

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III. Evaluation

A. Expectations of 80% of the students

Level K

1. Displays body awareness by touching body parts on request: head; arms; legs; neck; feet; hands; back; stomach.
2. Understands directionality by: showing movement of the body from high to low; showing movement of body parts from high to low; showing movement of the body forward and backward.
3. Displays laterality by: moving arm and leg on the same side; moving right arm and left leg.
4. Shows balance by: maintaining equilibrium on two feet and one hand; maintaining equilibrium on one foot and one hand.
5. Displays eye-hand coordination by tossing a yarnball to self and catching with both hands.
6. Displays eye-foot coordination by: walking on 6' line taped on floor with the feet in a straddle position; using a cross over step along a 6' line taped on floor, alternating left foot to right side and right foot on left side.
7. Displays visual-discrimination by crawling thru the upright forms of a circle, triangle and square.
8. Displays auditory discrimination by moving with a fast or slow walk when the music tempo changes.

Level 1

1. Displays body awareness by touching body parts on request: mouth; ears; chin; neck; wrists; arms; elbows; legs; ankles; toes; hands; fingers; chest; stomach; back; hips; knees; feet; and heels.
2. Understands directionality by: distinguishing between up and down by moving body parts; distinguishing between forward, backward and sideward with locomotor movements.
3. Displays laterality by lying on back and responding to the following requests: slide either arm out and back; repeat with other arm; slide

arms overhead until hands touch and return; slide legs apart as far as possible and return.

4. Shows balance on one foot with hands placed on top of head for 5 seconds.
5. Displays eye-hand coordination by hitting balloon into air with fingertips 5 times in succession.
6. Demonstrates eye-foot coordination by stepping between rungs of 4' ladder placed on floor mat. Moves down and back.
7. Displays visual discrimination by stepping in the triangle, circle, and square forms placed on floor.
8. Shows auditory discrimination by moving with fast, medium and slow movements when the music tempo changes.

Level 2

1. Displays body awareness by moving body parts on request: nod your head; close your eyes; twist your neck; bend your elbows; clap your hands; wiggle your toes; wiggle your nose; open your mouth; shrug your shoulders; bend your knees; stamp your feet.
2. Understands directionality by performing a series of directional movements: runs forward 10 steps and walks backward 5 steps; puts feet together and jumps to one side; hops forward 3 times on one foot and backward 3 times on other foot; moves over, under and around obstacles on request.
3. Displays laterality by moving arm and leg on same side out and back in both a standing and supine position; both arms and legs out and back while in standing and supine positions.
4. Shows balance by walking rungs of 4' long ladder placed on floor mat.
5. Displays eye-hand coordination by tossing beanbag through hoop held 3' high at a distance of 10', 3 out of 5 times.
6. Demonstrates eye-foot coordination by hopping a series of five 5" squares (numbered 1-5) placed 12" apart, calling out number of each square hopped in.
7. Displays visual discrimination by indicating the smallest, medium and largest size of circle forms.
8. Shows auditory discrimination through moving various body parts at different speeds according to the tempo of music or a drum beat.

Level 3

1. Displays body awareness by touching parts designated by a number: 1-head; 2-shoulders; 3-elbow; 4-hips; 5-knee; 6-foot.
2. Understands directionality by distinguishing between right and left with body parts and locomotor movement and performing a series of directional requests: touch the floor; slide to the left; walk backwards; turn around to the right; gallop forward.
3. Displays laterality by lying in prone position: moves both arms out and back; moves both legs out and back; moves both arms and legs out and back; moves arm and leg on same side out and back; moves opposite arm and leg out and back in both a standing and supine position.
4. Balances on balance board (16" by 16" with base width of 4" and height of 3") for 10 seconds on both feet. Repeat bouncing an 8½" playground ball 3 times.
5. Displays eye-hand coordination by rolling an 8½" playground ball at bowling pin 12' away, hitting pin 3 out of 5 times.
6. Demonstrates eye-foot coordination by hopping down and back through hopscotch layout.
7. Displays visual discrimination by imitating one of three geometric shapes by placing the body in a position representative of its form.

8. Shows auditory discrimination by identifying 3 sounds from sources heard but not seen: playground ball bouncing; someone jumping rope; a bowling ball knocking down pins.

Level 4-5-6

1. Application of perceptual motor skills to specific teaching units (object manipulation, ball handling, gymnastics).

OBJECT MANIPULATION

	K	1	2	3	4	5	6
I. Objectives							
The student:							
A. Jump ropes							
1. Demonstrates agility and endurance using jump rope.		X	X	X	X	X	X
2. Performs variety of jump rope skills with short rope.				X	X	X	X
3. Performs variety of jump rope skills with long rope.					X	X	X
4. Performs jump rope skills to music					X	X	X
B. Hoops							
Demonstrates refinement of motor coordination using a variety of hoop activities.		X	X	X	X	X	X
C. Tires							
Demonstrates agility and endurance with a variety of tire activities.		X	X	X	X	X	X
D. Wand							
Demonstrates refinement of motor coordination using a variety of wand activities.			X	X	X	X	X
E. Scooters							
Demonstrates total body coordination in a variety of scooter activities.	X	X	X	X	X		
F. Bean bags							
Demonstrates ability to toss, catch, and throw a bean bag.	X	X	X	X			
G. Balloons							
Demonstrates eye-hand coordination in tapping, striking, tossing, and catching a balloon.	X	X	X				
II. Units							
A. Activities (Skills)							
1. <u>Jump ropes</u>							
Jump over rope lying on floor	X	X	X	X			
Jump over swinging rope		X	X	X			
Jump over stationary rope at various heights		X	X	X	X		
Jump long rope circling over head				X	X	X	X
Jump the shot			X	X	X		
Jump short rope							
- using two feet			X	X	X	X	X
- using rocking step forward and backward				X	X	X	X
- using skipping step						X	X
- using two feet backwards					X	X	X
- using one foot					X	X	X
- using alternating feet						X	X
- moving forward and backward						X	X
- moving sideward							X

		K	1	2	3	4	5	6
	Jump through long turning rope					X	X	
	Run into turning long rope - jump						X	X
	Run into turning long rope, jump rope, and run out						X	X
	Jump rope to music					X	X	X
2.	Hoops							
	Roll hoop in straight line	X	X	X	X			
	Balance on various body parts inside hoop	X	X	X	X			
	Balance hoop on various body parts	X	X	X	X			
	Climb in and out of hoop	X	X	X	X			
	Jump in and out of hoops held at various heights		X	X	X			
	Roll and catch hoop with partner		X	X				
	Twirl hoop on various body parts				X	X		
	Throw and catch hoop				X	X		
	Roll hoop on ground and return to self				X	X		
3.	Tires							
	Roll tire in straight line		X	X	X			
	Crawl through tire	X						
	Walk, run and jump around tire	X	X	X	X			
	Jump in and out of tire		X	X	X			
	Roll tire to partner		X	X	X			
	Jump into center of tire from straddle position on tire			X	X			
	Balance on top of tire with various body parts			X	X			
	Run, and skip in zig-zag pattern around 3 tires				X	X		
	Hop in and out of tire					X	X	
	Jump, run, and hop a series of tires					X	X	X
	Roll tire around obstacles					X	X	X
4.	Wands							
	Walk around wand held perpendicular to floor	X	X					
	Crawl under and step over wand	X	X					
	Balance wand on various body parts		X	X				
	Hold wand perpendicular to floor, release and catch				X	X		
	Step over wand held horizontally in front of body				X	X		
	Catch partners wand held perpendicular to ground while changing place						X	X
	Step over wand horizontally in front of body and bring wand up behind and over head						X	X
5.	Scooters							
	Propel scooter with hands, lying with stomach on on scooter	X	X	X	X			
	Propel scooter with hands kneeling on scooter	X	X	X	X			
	Propel scooter with feet while sitting on scooter			X	X			
	Propel scooter around obstacles and under barriers using lying, kneeling and sitting positions			X	X	X		
6.	Bean bags							
	Throw and catch to self one hand	X	X	X	X			
	Throw and catch to self both hands	X	X	X	X			
	Throw and catch to partner one hand, both hands			X	X			
	Throw to floor-wall target			X	X			
	Throw into objects (cans, boxes, hoses, tires, or waste basket)			X	X			
	Throw and catch using scoops and paddles, to self and partner			X	X			

	K	1	2	3	4	5	6
7. Balloons							
Tap the balloon into the air with one hand	X	X	X	X			
Tap the balloon into the air with both hands	X	X	X	X			
Tap the balloon into the air with a body part other than the hands		X	X	X			
Tap the balloon in the air and catch with both hands	X	X	X				

B. Understandings - Does not apply

C. Teaching Suggestions

All children enjoy using bean bags, balloons, wands, hoops, tires, scooters, jump ropes. In the beginning, they want to get the feel of these objects and find out what can be done with them. Later, proficiency in handling the objects develops and at that time the children should be given opportunities to make up games or activities on their own. Occasionally, activities should be introduced by the teacher with stress on object manipulation.

1. Jumping ropes

Supplies: A jumping rope long enough to permit arms to be extended to the sides at shoulder height while holding an end of the rope in each hand

Participants: Individual or partners

Areas: Blacktop or gym

Formation: None

Skills: Eye-hand-foot coordination, balance

Basic steps:
a. jump with feet together, turning rope forward
b. jump with feet together, turning rope backward
c. alternate feet while jumping
d. turning rope forward, step forward and hop over rope, alternating feet
e. jump 6'8" in air and allow rope to pass under feet twice before landing
f. while rope is above head cross arms and jump, or alternate crossing and uncrossing arms

Variations: Galloping, running, skipping, Schottische

Partners: Do basic steps while facing one another, standing side by side, or standing side by side but facing opposite direction.

Long rope: (two turners)
a. jump with feet together
b. run in and jump as rope is being turned toward jumper ("running in the front door").
c. run in and jump as rope is being turned away from jumper ("running in back door").

Two ropes: (Double Dutch) Each turner holds the ends of two ropes and turns them in opposite directions. One rope turns toward the jumper, the other away from him. Jumper may perform any of basic steps.

Chinese Jump Rope

Supplies: Approximately 40 weaving loops tied together with lark's head knots. Either a square knot or similar knot will make an excellent final tie. Weaving loops may be purchased in most department stores.

Procedures:

Pt. 1 Performers take their positions as shown in figure with rope ankle high. Persons start outside of Chinese jump rope and with bouncing steps, the right foot is touched to floor and returns to starting position (balanced on one leg with other leg bent). The right foot then passes

under the near rope and over the far rope, touching toe to floor on far side of strand; then return to outside. Repeat the above pattern five times, or 10 counts.

The performer now steps between the strands, crossing them while doing so. The performer then rotates one half jump turn for two rotations. He then steps out on the far side of the strands. Better performers
Pt. 2 should jump into these positions rather than break the rhythm by stepping into them.

Performer then repeats the pattern as in part 1.,
Pt. 3 using the left foot as the lead.

Performer again steps into the strand crossing them as
Pt. 4 in pattern 2. Performer then jumps three times spreading legs wide under strands. On the fourth jump, strands are released and feet land straddling the strands.

Loop is now raised to knee height and the entire process
Pt. 5 is repeated until one performer misses, then one of those holding the strandings changes places with the performer and the game begins all over at ankle height with the rope.

The possible combination of patterns is limited only by the student's creativeness and skill.

2. Hoops
   (a) Some beginning activities
      (1) Bowl (roll) the hoop while running freely
      (2) Spin the hoop like a top and run around it. How many times can you run around it before it falls?
      (3) Use hoop as you do a jump rope. Skip in place, turning hoop forward; backward
   (b) Regular spinning
      (1) With hoop right against back, start hoop circling with a fast forward thrust of right hand
      (2) Rotate body in circular motion against hoop. Do not twist body. Hoop can be kept in constant motion by sideways motion of body, forward and back ward motion of body, or circular motion of body.
   (c) Suggested activities
      (1) Hoop 'N Run
      2 players stand at starting line, on word "go" start hoop spinning, while walking toward a point, circle point, first one back wins. Hoop must stay rotating at all times.

(2) War - 2 people twirling hoops top speed, try to knock down each others hoop without stopping their own hoop's spinning motion.

3. Tires

Discarded automobile tires can serve as useful pieces of physical education equipment. Choose the light weight tires that will maintain their balance when rolled. Tires can be used as targets for throwing at or through. They are also used in individual and group activities such as rolling the tire, climbing through it, etc.

(a) Line up 6 to 8 tires in a row to resemble a tunnel. Select children to hold tires while remainder of class climbs through.

(b) Selected children can roll tires toward other children who in turn play leap frog.

(c) Organize a game of Human Croquet in which 9 tires represent the wickets on a croquet court. Nine children hold tires upright. Remaining children are divided into 2 teams, each of which is placed on its own end of court. On signal, a child from each team commences to crawl and run through entire circuit. When he returns to home position, the next member of this team undertakes the same route. First team to complete this pattern is the winning team.

4. Wands

Activities sometimes known as "Stick Tricks":
Wand or baton - man pulation intrigues children and can be used successfully in the physical education curriculum. It is recommended that the wands be about three feet in length.

(a) Individual Activities:
(1) Balance on tip of index finger. Hold 5 seconds. Try the other hand. Don't move feet.
(2) Transfer wand from one finger to the next.
(3) Balance on palm of left hand for 10 seconds - change hands.
(4) Put wand in palm of left hand, balance, hop to other hand.
(5) Skin the cat:
- Hold wand on ends. Bring right leg around arm through hole: place foot on floor. Left hand around behind you; step through.
(6) Start with stick behind you and bring it in front of you.
(7) Hold wand in front of you. Jump through - use mats.

(b) Partners:
(1) Tip of wand must stay on specified spot on floor during entire feat, free hand behind back. Object: try to touch partner's toes with your foot. Also try it with right foot behind left knee.
(2) One child lies on floor, the other stands, straddling partner on floor at chest. Child standing takes wand with undergrip. Child on floor uses over-grip on same wand. Child on floor offers no resistance. (1) curl, lift child off of floor, (2) child on floor pulls up from heels.

5. Scooter Activities:

(a) Various positions on scooter:
(1) Two hands
(2) One hand
(3) One hand, one foot
(4) Two hands, one foot
(5) One foot
(6) Sitting
(7) Kneeling
(8) Lying
(9) Two feet

(b) Scooter relays:
(1) Seat and feet relay
(2) Knees and hands relay
(3) Feet and hands relay
(4) Lying on two scoots
(5) Partners

(c) Activities of scooter
(1) Elbow lacked relay
(2) Back to back relay
(3) Push cart relay
(4) Wheelbarrow relay
(5) Legs crossed relay
(6) Chariot relay

(d) Team games on scooters
(1) Train relay
(2) Scooter basketball
(3) Scooter softball
(4) Scooter keep away
(5) Scooter soccer

6. Bean bags

Success in catching and throwing bean bags usually comes more quickly than with the elusive ball.

(a) Some beginning bean bag skills:
(1) Keep the eyes on the bean bag
(2) Hold it, feel it, squeeze it
(3) Pass it around the body
(4) Pass it through the legs
(5) Hold it out in front of the eyes, look at it and drop it to the ground, watching it fall. Pick it up and repeat.
(6) Toss it up, let it hit the floor. Watch it go up and come down.
(7) Toss and catch the bean bag.

(b) Activities using head:
(1) Walk with it on your head
(2) Run with it on your head
(3) Toss it off into the hands
(4) Toss it far forward into the hands
(5) Springing from the feet; toss it forward
(6) Toss it backward and sideways
(7) Lie down with it on your head and stand again

(c) Activities using your legs:
(1) Place it on your instep and walk
(2) Swing leg forward and backward with it on instep
(3) Circle leg with it on your foot
(4) Swing your leg to toss it away from body, swing for distance
(5) Swing it up and catch it
(6) Place it between feet and spring
(7) Same as #6, except: release and catch it, toss it away, toss it into a hoop, waste basket or box, toss it to a partner

7. Balloons

Before introducing balls, try experimenting with balloons. Eye-hand coordination is specifically stressed.

(a) Dialogue of teacher (with balloon in hand):

"Reach as high as you can
Go as low as possible
Push the balloon up and let go.
Catch the balloon as it falls.
Now, try it again-push the balloon up and let it go, etc..."

(b) Eight-year-olds and up - use balloon-volleyball game (indoors or out).

D. References

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III. Evaluation

A. Expectation of 80% of the students

Level K

1. Walks a 6' rope laid in a straight line on the floor.
2. Jumps over rope laid in a straight line on the floor, 3 out of 5 times.
3. Jump in and out of a hoop placed on floor, 3 out of 5 times.
4. Walk, run, and jump around a hoop placed on floor.
5. Crawl thru a hoop held perpendicular to the ground.
6. Walk, run, and jump around tire.
7. Crawl thru a tire held perpendicular to the ground.
8. Crawl under wand held 1' high without touching.
9. Steps 5 times over wand held 1' high without touching.
10. Sits on scooter and uses feet to pull body forward 10'.
11. Throw beanbag across a line 5' away.
12. Tap a balloon in the air with one hand 3 times in succesion.

Level 1

1. Jumps side to side while moving forward over rope placed on floor.
2. Jumps in and out of rope placed in various patterns (circle, triangle) on floor.
3. Runs and jumps over 2 ropes placed 1' apart on floor.
4. Jumps over rope 6" high.
5. Jumps over swinging low rope held below waist (3 out of 5 times).
6. Rolls hoop in straight line 10'.
7. Balances on 3 body parts inside hoop.
8. Balances hoop using 2 body parts.
9. Walks and rolls tire in straight line for 5'.
10. Crawls 5 times through tire held by partner.
11. Walks, runs, and jumps around tire (3 times for each skill).
12. Crawls on back under wand held'1' high without touching (3 out of 5 times).
13. Jump over wand held 1' high without touching (3 out of 5 times).
14. Walks 3 times around wand held perpendicular to and on floor.
15. Lies with stomach on scooter, feet in air, using hands to move forward 10'.
16. Kneels on scooter and uses hands to move forward 10'.
17. Tosses and catches to self a bean bag (3 out of 5 times).
18. Taps a balloon with stocking paddle in the air with one hand 3 times succession.

Level 2

1. Jumps side to side while moving forward over a long rope placed in a zig-zag manner on the floor.
2. Jumps over rope held 12" high.
3. Jumps from side to side over rope moving in a snake-like manner.
4. Circles short rope over head, stops rope on floor, and jumps over rope.
5. Jumps long rope 5 times in succession.
6. Jumps beanbag, tied on the end of circling long rope (3 out of 5 times).
7. Climbs in, out, and around hoop held by partner without touching.
8. Jumps into hoop held 12" high by partner.
9. Rolls hoop 5' to partner and catches it (3 out of 5 times).
10. Jumps in and out of tire (3 out of 5 times).
11. Walks, run and jumps backward around tire 3 times for each skill.
12. Rolls tire from 5' to partner 5 times.
13. Holds wand by 2 body parts.
14. Balances wand on palm of hand for 5 seconds.
15. Balances wand on 2 feet while lying on back.
16. Holds wand perpendicular to floor. Releases and catches wand before it hits the floor (3 out of 5 times).
17. Using hands as propellants, lies with stomach on scooter, feet in air, to move under wand held 2' high.
18. Using hands as propellants, kneels on scooter and moves forward 10'.
19. Using two hands, tosses and catches a bean bag (3 out of 5 times).
20. Tap balloon in the air and catch with two hands (3 out of 5 times).

Level 3

1. Jumps short rope in place 5 times.
2. Jumps short rope moving forward 5 times.
3. Jumps long rope 10 times in succession.
4. Twirls hoop on arm 5 times.
5. Throws hoop into air and catches it (3 out of 5 times).
6. Rolls hoop on ground and returns it to self (3 out of 5 times).
7. Jumps in and out of tire using both feet; without stopping in tire, (3 out of 5 times).
8. Hops alternating feet in and out of tires (3 out of 5 times).
9. Jumps into center of tire from a standing straddle on tire, landing with both feet together (3 out of 5 times).
10. Balances on top of tire using 3 body parts.
11. Runs zig-zag around 3 tires place 3' apart.
12. Skips around tire 3 times.
13. Balances wand on palm of hand for 10 seconds.
14. Holds wand perpendicular to floor and releases wand, rotates body once, and catches wand before it hits floor (3 out of 5 times).
15. Holds wand horizontally in front of body using hands, steps over and back (3 out of 5 times).
16. Lies with stomach on scooter and uses hands to move forward in a zig-zag manner.around 3 obstacles 3' apart.
17. Kneels on scooter and uses hands to move forward in a zig-zag manner around 3 obstacles 3' apart.
18. Sits backwards on scooter and uses feet to pull body forward 10'.
19. Tosses and catches bean bag to self with one hand, both hands (3 out of 5 times).
20. Tap balloon with partner 3 successive times.

Level 4

1. Jumps short rope: in place with both feet 10 times; 1 foot 5 times; both feet backwards 5 times.
2. Jumps long rope 20 times in succession.
3. Runs through long turning rope.
4. Rolls hoop and jumps through (3 out of 5 times).
5. Twirls hoop around neck.
6. Holds hoop and uses as jump rope to jump forward 5 times in succession.
7. Skips zig-zag around 3 tires placed 3' apart.
8. Jumps in and out of tire using both feet, 5 times in succession.
9. Hops in and out of tire using each foot, 5 times in succession.
10. Jumps in and out of 3 tires placed 2' apart, landing on both feet with a maximum of 6 jumps.
11. Balances wand on palm of hand while standing, squatting, returning to standing position (3 out of 5 times).
12. Catches partner's wand held perpendicularly while changing places 3' away.

Level 5

1. Jumps short rope with both feet 20 times; alternating feet 20 times.
2. Jumps short rope while moving forward, backward.
3. Runs into long rope, and continues jumping 10 times.
4. Runs through 4 tires placed together flat in a straight line.
5. Rolls tire around obstacle 20 feet away and back while walking.
6. Jumps in and out of 4 tires placed together in a straight line using a maximum of 5 jumps.
7. Runs zig-zag around 4 tires placed one foot apart.
8. Balances wand on palm of hand while walking forward 10 feet.
9. Balances wand on two fingers while standing in place for 5 seconds.
10. Catches wand (held perpendicularly on floor) after releasing it and rotating body once (first right then left) (3 out of 5 times).

Level 6

1. Jumps rope while moving forward, backward, sideward.
2. Runs into a turning, long rope, jumps 15 times and runs out.
3. Jumps short rope with both feet 30 times, alternating feet 25 times, skipping step 20 times.
4. Hops on each foot through 3 tires placed together flat in a straight line.
5. Runs through 6 tires placed together flat in a straight line.
6. Jumps in and out of 5 tires placed together flat in a straight line with a maximum of 6 jumps.
7. Rolls tire in and out of 3 tires placed 3' apart.
8. Balances wand on one finger, while standing in place, for 5 seconds.
9. Holds wand horizontally in front of body. Steps over wand between hands, and while still holding wand, brings wand up, behind and over head.

Physical Education K-6
Sections B and C
September 3, 1974

BALL HANDLING

	K	1	2	3	4	5	6
I. Objectives							
The student:							
A. Performs individual ball skills of rolling, tossing, bouncing, kicking, striking, and catching.	X	X	X	X	X	X	X
B. Performs ball handling skills with partner using a throw, toss, bounce, catch, kicking, striking, and rolling.	X	X	X	X	X	X	X
C. Performs ball handling skills in low organized games.	X	X	X	X			
D. Performs ball handling skills in lead up games.				X	X	X	X
E. Performs ball handling skills in team sports.						X	X
II. Units							
A. Activities (Skills)							
1. Basic Ball Skills							
(a) Rolling	X	X	X				
2 hands			X	X	X	X	X
1 hand							
Bowling approach				X	X	X	X
(b) Bouncing							
Bounce and catch with self	X	X	X	X	X		
Bounce and catch with partner	X	X	X	X	X		
Dribble standing still		X	X	X	X	X	X
Dribble walking			X	X	X	X	X
Dribble running				X	X	X	X
Dribble right and left hand				X	X	X	X
Bounce pass					X	X	X
(c) Throwing							
2 hand overhand		X	X	X	X	X	
1 hand overhand			X	X	X	X	X
2 hand shoulder pass					X	X	X
1 hand shoulder pass						X	X
2 hand chest pass					X	X	X
2 hand set shot					X	X	X
1 hand push shot				X	X	X	X
2 hand side throw							
1 hand side throw					X	X	X
2 hand under throw	X	X	X	X			
1 hand under throw				X	X	X	X
2 hand under shot					X	X	X
Lay up shot						X	X
2 handoverhead shot					X	X	X
(d) Catching							
Rolled ball	X	X	X				
Tossed in air by self		X	X				
Bounced by self	X	X	X	X			

	K	1	2	3	4	5	6
Bounced by partner	X	X	X	X	X	X	X
Thrown by partner		X	X	X	X	X	X
Rebounded ball		X	X	X	X	X	X
Fielding ground ball			X	X	X	X	X
Fielding fly ball				X	X	X	X
(e) Kicking							
Toe kick	X	X	X	X	X	X	X
Instep kick		X	X	X	X	X	X
Dribbling			X	X	X	X	X
Kick to target and/or partner			X	X	X	X	X
Side of foot kick				X	X	X	X
Heel kick					X	X	X
Place kick		X	X	X	X	X	X
Punt					X	X	X
Drop							
(f) Striking							
Striking with two hands			X	X			
Striking with one hand				X	X	X	X
Striking with paddle				X	X	X	X
Striking with plastic bat		X	X	X	X	X	X
Striking with wooden bat					X	X	X
Striking off tee playground ball	X	X	X				
Striking off tee plastic ball		X	X	X	X		
Striking off tee softball					X	X	X
Tennis racket					X	X	X
2. Refinement Skills							
(a) Trapping-soccer							
Foot trap		X	X	X	X	X	X
Toe trap				X	X	X	X
Knee trap				X	X	X	X
(b) Body blocks soccer							
Shoulders						X	X
Chest					X	X	X
Knee					X	X	X
Side of foot						X	X
Hip						X	X
Heading soccer ball							X
(c) Touch Football							
Passing							
Forward pass					X	X	X
Lateral pass					X	X	X
Centering					X	X	X
Hand offs					X	X	X
(d) Basketball							
Jump ball					X	X	X
(e) Volleyball							
Overhand serve						X	X
Underhand serve					X	X	X
Overhead volley					XX	X	X
Underhand dig							

B. Understandings
Do not apply

C. Teaching Suggestions

1. Exploratory Approach

(a) The exploratory approach is used in the teaching of ball handling activities at the K-3 levels. Exploration, self-discovery, and problem solving are key words and concepts in the teaching of ball handling activities. To encourage exploration children are presented with questions such as:

(1) Can you roll a ball between legs and catch it before it gets away?

(2) Can you throw the ball up and catch it? How many different ways can you move and still catch it?

(3) Can you throw the ball high and catch it low?

(4) How many different parts of the body can you use to bounce the ball?

(5) How many ways can you slowly move the ball with your foot?

(b) To develop a specific ball handling skill, the problem solving method is used for self-discovery of the specific skill techniques. A specific skill such as throwing a ball is developed by presenting students with a problem that lets them discover the differences between throwing a ball from a stationary position or using a step forward as the ball is released. This method allows the student to discover the most effective way to throw a ball.

2. Developing Specific Skills Approach:

The mastery of skills requires isolation of specific skills for instruction and opportunities for practice. This approach can be used along with the exploratory approach. The student should be given the opportunity to experience handling different sizes, types, and shapes of balls as a lead-up to specific sports such as soccer, flag football, softball, etc. while doing the following activities:

(a) Individual activities

(1) Stationary

<u>Controlled rolling</u>

The child assumes various positions on the floor (wide straddle, seated with legs outstretched, crosslegged sitting, and push-up position) and rolls ball with constant hand guidance between and around the legs.

<u>Bounce and catch</u>

Using one and two hands, bounce and catch. Bounce a given number of times. Bounce at different levels. Close eyes, bounce and catch.

<u>Toss and catch</u>

Toss and catch, increasing height gradually. Toss from side to side. Toss underneath the legs, around the body, from behind. Add challenges while tossing and catching: clap hands one or more times, make body turns (quarter, half, or full), touch the floor, click heels, sit down, lie down, etc.

Toss upward and let bounce. Add various challenges as above.

Toss upward and catch the descending ball at as high a level as possible; at a low level. Work out other levels and put into combinations.

From a seated position, toss ball to self from various directions. Lie down and do the same.

(2) Against the wall

Throwing practice, catching on the first bounce

Throw the ball against the wall and catch the return after a bounce. Practice various kinds of throws - two handed, one-handed, overhead, side, baseball, chest-pass, etc.

Throwing practice, catching on the fly

Repeat the throws used above, but catch the return on the fly. It may be necessary to move closer and have the ball contact the wall higher.

Batting and handball skills

Drop the ball and bat it after it bounces. Keep the ball going, as in handball. Serve the ball against the wall as in volleyball. Experiment with different means of serving.

Kicking and trapping - foot-eye skills

Practice different ways of controlled kicking against the wall and stopping (trapping) the ball on the return. Try keeping the ball going with the foot on the bounce against the wall.

Targets

Many targets can be devised for throwing skills. Targets with concentric circles painted on the wall are good. Targets can be mounted on the wall. Rolling hoops are challenging targets.

For large yarn balls, wastebaskets serve for targets. Smaller targets can be empty 3-pound coffee cans.

(3) Activities while moving

Rolling - Roll the ball, guide it with the hands in different directions. Roll the ball forward, run and catch up with it.

Toss and catch - Toss ball upward and forward. Run forward and catch after a bounce. Toss ball upward in various directions - forward, sideward, backward - run under ball and catch on fly. Add various stunts and challenges such as touching the floor, heel, clicks, turning around, etc.

Batting the ball - Bat the ball with the hand upward in different directions, catch ball on first bounce or on fly.

Foot skills - soccer dribble. Dribble ball forward, backward, and in other directions. Dribble around an imaginary point. Make various patterns while dribbling, such as a circle, square, triangle, figure eight, etc.

Dribbling as in basketball - Dribble forward using one hand and back to place with the other. Change directions on whistle. Dribble in various directions, describing different pathways. Dribble in and around cones, milk cartons, or chairs.

(b) Partner activities (both partners are stationary)

(1) Rolling - Roll the ball back and forth to partner with two-handed rolls and one-handed rolls.

(2) Throwing and catching - Toss ball to partner on first bounce. Practice various kinds of throws and passes to partner. Throw to specific points - high, low, right, left, knee-high, etc. Try various odd throws such as under leg, around the body, backward tosses, centering as in football. Throw and catch over a volleyball net.

(3) Striking skills - Serve as in volleyball. Serve to partner who catches. Toss to partner and have him make a volleyball return. Keep distances short and the ball under good control.

Bat back and forth on first bounce. Back back and forth on first bounce. Bat back and forth over a line or over a bench.

(4) Kicking - Practice different ways of controlled kicking between partners and different ways of stopping the ball (trapping). Practice a controlled punt.

(5) Throwing from various positions - Practice different throws from a kneeling, sitting, or lying position.

3. Refinement of Skills

Skill development is a continuous process. In grades K through 3, ball handling skills can be reinforced through low organized games such as bowling or simple dodge ball games. As basic skills are learned, refinement and their application to specific sports are taught. Lead-up type games are usually introduced in grades 3 and 4 followed by team sports with modified rules in grades 5 or 6. Proper form, speed, distance, coordination and other refinements are emphasized in the upper grades in order for the student to feel successful in the various activities. Standards are established through comparison of how students can perform the same skill.

The following skill tests are some examples of measuring the skill development of a child in relation to the specific sport being taught.

Football Skills Tests:

Centering: player is given 5 trials centering at a target. Example, hang a tire from a basketball goal and try to hike through the center of the tire. 2 points for going through center of tire; 1 point for hitting tire.

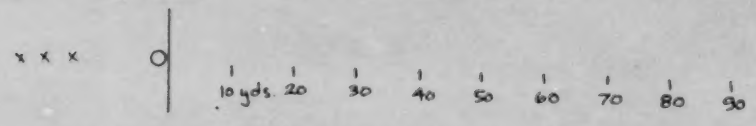
Passing for accuracy: Each player is given 5 throws at a tire suspended shoulder height from a volleyball standard or football goal post, at a distance of 15 yards. As skills develop, increase the distance.

Passing for distance: Each person is given 3 passes to determine how far he can throw a football.

Kicking for distance: Place kicking, punting, and drop kicking can be tested much the same way as passing for distance and accuracy.

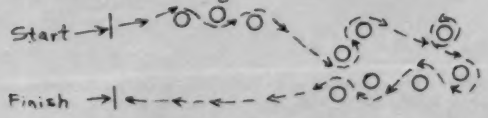
Soccer Skills Tests:

(a) Kicking for distance; right and left foot



Two or three trial kicks, record the best one.

(b) Dribbling for time



The student dribbles the soccer ball in and out among the objects and is timed for the course of the trip.

Two trials and record the best one.

Hockey Skills Test:

Obstacle dribble:

Time runs with stopwatch.

Dribble, dodge, and shoot:

Player must keep puck on left side, dribble through obstacles and shoot back of line. Time starts on "go" and ends when shot passes finish line.

Hit and stop: Refer to explanation. Good evaluative test for speed and control in passing.

Basketball Skill Test:

(a) **Field goal speed test -- how many baskets from any position can a student make in 30 seconds.**
(b) **Dribble test -- person is timed dribbling around the chairs.**
(c) **Passing test -- Children with partners and one ball for each group of partners have a passing contest and the partners remaining at the end of a certain time limit win the contest.**

Softball Skill Test:

THROW FOR DISTANCE

Softball throw for distance is a part of the physical fitness testing program. Refer to section on physical fitness testing for further detail.

CIRCLING THE BASES

A diamond with four bases is needed, plus a stopwatch for timing. Two runners at a time can do this by splitting group at home plate and second base.

BATTING PRACTICE

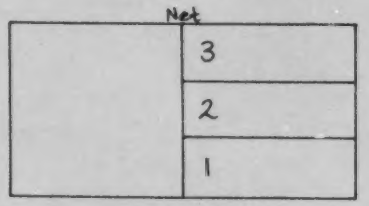
Subjective ratings according to objective standings can be an integral part of teaching and evaluating a student's progress. Does a child...?

- Hit consistently
- Swing on a level, and follow through
- Stride properly
- Have a comfortable, strong stance
- Hit all pitches in strike zone
- Watch the ball from pitcher's hand until it hits the bat
- Use wrists to swing the bat

Volleyball Skill Test:

Serve test: The child stands in a serving position behind the end line on the right side. He is given a specific number of trials in serving. His score is the number of times he serves successfully out of 10 times. The serve must clear and land into opponent's court. If a ball lands on a line it is counted as good.

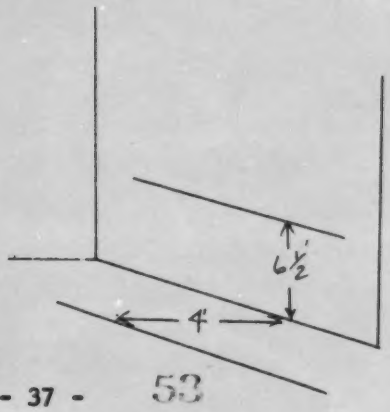
Accuracy test in serving: **A line is drawn parallel to net through the middle of one of the courts.**



Each server is given one service attempt to serve the ball into each of the six areas in turn.

Scoring:
2 points-serving into opponent's court
1 point-missing the assigned area but landing in an adjacent area to the target area.
0 points-failing to serve into the target or adjacent area.

Volleying test: Using a wall (inside or outside) have the student stand behind a line 4 feet away from a wall. A line is drawn, or a piece of tape is placed, parallel to the floor and 6½ feet high; representing the height of net. The student is given 30 seconds to volley the ball up against the wall above the 6½ foot mark. A counter is assigned to each station to keep score on how many complete volleys can be done in 30 seconds. If time permits the student volleying may repeat test again and be given best score.



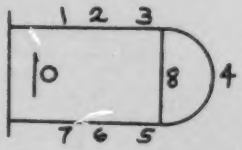
4. **Lead-up Games Approach**

After children have had experience with exploring ball handling skills, and developing specific ball skills along with the refinement of those skills they are ready to be introduced to specific sport skill patterns. Lead-up games combining various skill patterns should be taught at the appropriate skill level of the children.

(a) Basketball lead-up games

(1) Around the key (11-12 year olds)

Supplies: Basketball
Participants: 3-8 players
Area: One end of a basketball floor
Formation:



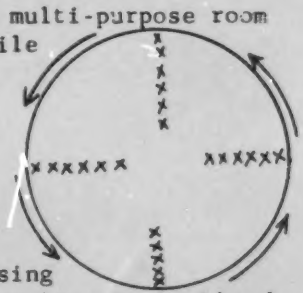
Skills: Shooting
Procedures: Spots are arranged for shooting as indicated in the diagram. A player starts at the first spot. If he makes the basket he progresses from spot to spot as long as he makes each shot, and continues to shoot. If he misses, he has two options. He can "risk it," and take another shot at the basket. If he makes it he continues to shoot. If he misses, he has to go back to the beginning. The winner is the one who completes the key first or who has made the farthest progress.

It may be helpful for beginning children to have two shots from each spot.

Variations:
a. change the order or position of spots.
b. A child records how many shots it takes to complete the circuit.

(2) Basketball Circle Race (9-11 year-olds)

Supplies: 4 basketballs
Participants: Class
Area: Basketball court, multi-purpose room
Formation: 4 teams, single file



Skills: Dribbling and Passing
Procedure: Have the four teams line up inside the circle (20' - 30' diameter). The teams face to the outer side of the circle with a basketball for each captain.

Procedure: The first person dribbles in a counter-clockwise direction all the way around the circle and returns to his starting position. He then hands the ball to the next person in the file who will dribble around the circle. Play continues until the last person in each team has dribbled and they are declared the winner.

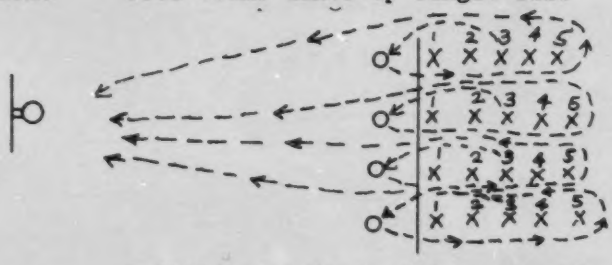
(3) Basketball Number Race (8-11 year-olds)

Supplies: 4 basketballs, 4 tin cans (large enough to set basketballs in)

Participants: Class

Area: Basketball court, multi-purpose room

Formation: Four teams lined up single file



Skills: Dribbling, ball handling, shooting

Procedure: Have teams line up behind a starting line on each end of the playing court as in the diagram above. Place a tin can 3' in front of each team in which you place the basketballs. Number the players in each team from the front of the team to the rear.

The teacher calls a number and the corresponding person dashes out and picks up the basketball and dribbles around his team to the basketball goal at the opposite end of the court and attempts to score a goal.

The first contestant to dribble down and score a goal by shooting will contribute one point to his team. Play is continued until all numbers have been called.

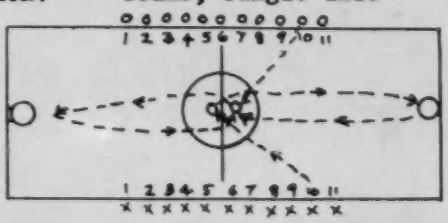
(4) Snatch ball (11-12 year-olds)

Supplies: Two basketballs

Participants: Two teams 6-15 on each team

Area: Basketball courts

Formation: Teams, single file



Skills: Dribbling, shooting, passing to a partner

Procedures: Each team lines up on opposing lines. The players on each team are numbered consecu-

tively, and must stand in this order. The two balls are placed in the center of the court. When a player's number is called he runs to the ball, dribbles it to his basket and attempts to make it. As soon as the basket is made he dribbles to the center. The first player to return the ball after making a basket scores a point for his team. The teacher should keep track of the numbers so all children will have the opportunity to participate.

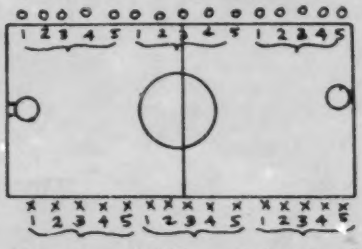
Variations: Players can run by pairs with two players from each team assigned the same number. In this case the ball must be passed between the paired players at least three times before a shot can be taken. Three passes must be thrown before the ball is returned to the center.

(5) Sideline Basketball (10-12 year-olds)

Supplies: Basketball and goals

Participants: Any number. No more than 10 on the court at one time.

Area: Gymnasium or playground (40 by 60 feet)



Skills: All the skills of basketball except dribbling.

Procedure: The object is to score as in basketball. Each team is lined up and numbered off along opposite sidelines. The first five players from each team come onto the court. The game is played like regulation basketball, with the exception that no player within the court may pass directly to another court player but must each time pass to a sideline player. This rule does not apply to successive attempts to make a goal. The ball may not be dribbled. Sideline players must stay off the court. Following each score, two new teams of five players each take the court with the former players retiring to the sidelines.

Scoring: Two points are scored each time a basket is made.

Variations: Have each sideline team number off by fours. Call a number and throw the ball against the backboard. Those with the number called run to get the ball and play using the sideline players until a basket is made.

Kickoff: The game is started with one team kicking off to the other team (predetermined by a toss of a coin); the defensive team gets its choice of goals.

The kickoff is from the goal line, and all players on the kicking team (offensive) must be on side. The ball must be kicked at least 20 yards, or to first zone line or it does not count as a play. A kick that is kicked out-of-bounds (not touched by the receiving team) must be kicked over. Only two tries are allowed, then the ball goes to the receiving team in the center of the field. The kickoff may not be recovered by the kicking team unless caught, then fumbled by the receivers.

Downs and Yardage: The offensive team has four downs (or tries) to reach the next zone. Each zone is 20 yards wide. If the ball is on the line it is considered to be in the forward zone.

Forward Pass: All forward passes must be thrown from behind the line of scrimmage, and everyone is eligible to receive or intercept a pass.

Blocking: Blocking is done by holding hands and arms close to body at all times. Blocking can be done from the front or side, and blockers must stay on their feet.

Punting: All punts must be announced. Neither team can cross the line of scrimmage until the ball has been kicked. The receivers may run or use a lateral pass only.

Fumles: All fumbles are dead at the spot of the infraction. When the ball is centered to a back, he must have complete possession of the ball (about 2 seconds) before a fumble can be called. He is allowed to pick up a bad pass (or hike) from the center or a ball which he did not have complete possession.

Touchback: Any kicked ball over the end zone is ruled a touchback and the ball is brought out to the 20 yard line, and the receiving team gains possession. A pass that is intercepted behind the goal line can be a touchback if the player does not try to run it out.

(b) Football lead-up games

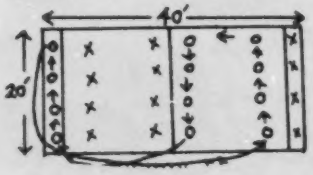
(1) End ball (8-10 year olds)

Supplies: Football or 10" rubber playground ball

Participants: 9-12 on each team

Area: Blacktop or turf field 20' x 40'. The court is divided in half by a center line. End zones are marked 3' wide across both ends.

Formation: The players from both teams are positioned:



The forwards and guards occupy the half of the court farthest from their end zone players. The forwards are closest to the center line and the guards are back near the end zone of that half.

Skills: Passing, catching

Procedures: The game is started by the toss of a coin. When a team is in possession of the ball, the forwards try to throw it over the heads of the opposing team to his end zone player. The ball must be caught by an end zone with both feet inside the end zone. No running or walking with the ball is permitted. Each time a score is made players on that team rotate to the next position (see diagram).

(2) Flag football (11-13 year-olds)

Supplies: Football, two flags for each player. Flags should be about three inches wide and 16 inches long. Old ties that "dad" discarded can be used.

Participants: For 9-11 players per team. At least 5-6 offensive men per team must be on the line of scrimmage.

Area: A football field marked off 30 x 60 yards divided into 20 yard intervals with lines parallel to the goal line. This divides the field into three zones.

Formation:

Skills: Running, passing, punting, centering and ball handling. Flag football is an important modification of the game of football.

Procedure: A ball carrier is considered down when a defensive player pulls and removes the flag (or tie) from his belt. Two flags (recommended) one on each side of the player gives the player a choice of pulling either flag to stop the play.

Timing: 25 minutes or 25 plays to a half.

Scoring: touchdown - 6 points; point after touchdown is made from a distance of 3 feet from the goal line. One play (pass or kick) is allowed for the extra point.

Safety: A safety occurs when the team defending a goal line causes the ball to go back over the goal line by fumbling, running, or being caught during a play behind its own goal line.

Penalties:
Penalized 5 yards:
- off side
- delay of game
- passing from spot not behind line of scrimmage (also loss of down)
- stiff arming by ball carrier or not avoiding a defensive player
- failure to announce intention to punt
- shortening the flag in the belt
- faking the ball by the center

Penalized 15 yards:
- holding
- illegal tackling
- illegal blocking
- unsportsmanlike conduct

(3) Fourth Down (9-12 year-olds)

Supplies: Football

Participants: Two teams, 6 to 12 on each team

Area: Football field (50 yards of field is sufficient)

Formation:

Skills: Passing, catching, running

Procedures: Each play is a fourth down* which means that the players on offense score or that team loses the ball. Players may pass any time, from any spot, in any direction, without kicking. The ball may be passed from behind or in front of the scrimmage line.

The two teams line up in any offensive formation. The center puts the ball in play. The back receives the ball from the center. The back may pass to any of his teammates and run himself. The one receiving the ball has the same privilege to pass or run.

The game is started with the ball in the middle of the field. The team winning the toss starts play. The ball is brought to the middle of the field after each touchdown, and the team against whom the score was made puts the ball into play.

To down a runner or pass receiver, a two handed touch above the waist is made. Flags may also be used to down a runner. The back that receives

* Variation: The game could be called Third Down where the offense team gets two tries to score.

the ball from the center cannot be tagged provided he does not try to run. All defensive players must stay 10 feet away from him unless he runs. The back must throw or run within 10 seconds, or the defensive players can tag him or pull his flag out.

Since the team with the ball loses possession after each play, rules for determining where the ball is to be placed when the other team takes possession are set down by the teacher.

If a player is tagged with two hands above the waist, the ball goes to the other team at the spot where the ball was put into play.

Procedures: If an incomplete pass is made behind the line of scrimmage, the other team takes over at the line of scrimmage. If the pass is complete but the receiver is tagged the ball is brought to the spot from which it was thrown.

(4) Keep Away (7-9 year-olds)

Supplies: Football, pinnies, colored shirts, or crepe identification marks.

Participants: Two teams, 8 to 12 on each side.

Area: Turf, marked off football field

Formation: Everyone is scattered throughout playing area.

Skills: Passing, catching, evading

Procedure: The object of the game is for one team to maintain possession of the ball as long as possible by passing to teammates while keeping it from the other team. The teams should be marked so that the players can distinguish opponents.

The same body contact rules that govern basketball should be enforced. The team that is trying to recover the ball is the defensive team. The players are not permitted to push, shove, hold, or otherwise interfere physically with an opponent. No player may take more than give steps with the ball or the ball will be awarded to the other team.

Variations:
1. A number of consecutive successful passes would score a point. Example: five passes scores a point.
2. The ball has to be handled by every player on a team; a score is made when the first ball handler (or captain) has the ball again in his possession. Players can handle the ball more than once.

Stress should be emphasized against roughness. An alert instructor with a quick whistle is needed to avoid pile-ups. If there is too much roughness, the ball is awarded to the other team.

(5) Kick Over (10-13 year-olds)

Supplies: Football
Participants: 8-12 on each team
Area: Football field with a 10 yard end zone.
Formation: Players are scattered on opposite ends of the field
Skills: Kicking, catching
Procedure: The object of the game is to punt the ball over the other team's goal line. If the ball is caught in the end zone, no score results. If the balll is kicked over the end zone line in the air, a score is made regardless of whether or not the ball was caught. If a ball is kicked into the end zone on the fly and not caught, a goal is scored.

The game is started by one team with a punt from a point 20 to 30 feet in front of the goal line it is defending. On a punt, if the ball is not caught, the team must kick from the spot of recovery. Only three strides are allowed to advance the ball for a kick. Players can take turns, or number each player for kicking.

The player whose turn it is to kick should move rapidly to the area from where the ball is to be kicked to maintain constant action.

(6) Punt Return (10-13 year-olds)

Supplies: Football, flags for each player
Participants: 10 to 20 players
Area: Football field or playground
Formation: A center, kicker, two lines of ends, and receivers
Skills: Punting, catching, running and dodging
Procedures: This is more of a drill than a game, but competition is encouraged. The drill is for the receiver to catch a punted ball and return it to the line of scrimmage while two ends attempt to pull a flag or make a tag.

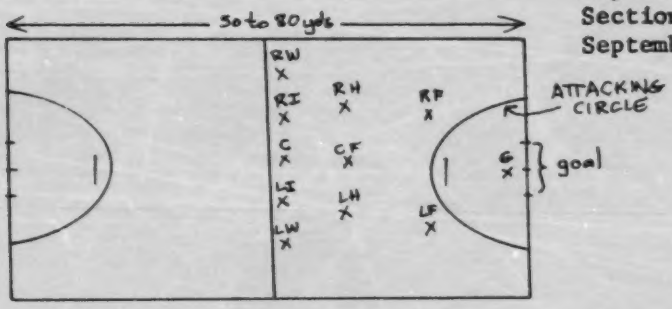
Two ends line up to run downfield. The center player centers the ball for the kicker who punts the ball to the receiver. The ends do not leave the line of scrimmage until the ball has been kicked. The ends can make two or three trips down field as a "tackler" before rotating to the punt receiver position.

A good punter should be chosen for this drill so the ball will go far enough downfield to give the receiver a fair chance to make a return run. Should a kick be dropped, play may be continued upon recovery of ball by receiver.

(c) Hockey lead-up games

(1) Covering (11-12 year-olds)

Supplies: Hockey sticks, balls, pinnies
Participants: Class
Area: Playing field
Formation: (see next page)



Skills: This game helps to teach fullbacks and goalkeepers the advanced skill of covering for each other. The forwards are practicing offensive strategy.

Procedure: The object of the game is twofold:
1. the fullbacks must intercept the ball
2. the attacking team must reach the striking circle or hit the ball into the goal cage.

The ball is started with the wings either right or left side. The fullbacks working together attempt to intercep the ball. In the event that the fullbacks passed by the goalie should be in a covering position to intercept the ball before a shot for the goal.

Scoring: Each time a goal is scored, 2 points are awarded. If the forwards reach the attacking circle, 1 point is scored. If the fullbacks intercept a pass, 1 point is scored for the defensive team.

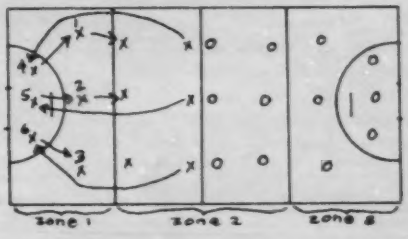
(2) End Zone Hockey (10-12 year-olds)

Supplies: Hockey stick, balls, pinnies to distinguish teams

Participants: Class

Area: Multi-purpose room, gymnasium, playground

Formation:



Skills: Dribbling, driving, bullying, fielding, dodging, positioning, rules of field hockey.

Procedure: The object of the game is to hit the ball over the opponent's goal line. Players are divided into 2 teams, and each person is numbered playing his respective position (see above).

The game is started by a bully on the center line by one player from each team. (The same procedure is followed after each goal and half time.) To bully the ball both players stand squarely facing the sidelines. Each player strikes alternately 3 times first the ground on his own side of the

ball and then his opponent's stick. This is the only time the flat side of the stick may be used at a bully, no player should be closer than 5 yards to a bully.

Procedure: Positions should be played according to their zones (refer to soccer section).

The goalkeepers must remain in their zone areas and attempt to prevent the ball from crossing the goal line. They are permitted to catch a lofted ball, if it is dropped immediately to the ground. The ball must be stopped with the stick if it is on the ground.

If the ball is hit with any part of the body or with the rounded side of the stick, or if the stick is raised above the shoulder, a free hit is awarded the opponents on the spot where the foul occurred. The striker then has to hit it to another player who is not within 5 yards of the spot where the free hit is made. When the ball goes out-of-bounds a roll-in is taken by that team which was not responsible for it going over the sideline at the spot where the ball went out.

A rotational system can be used after every goal where the forwards become the highest number goalkeepers, halfbacks become forwards, and the lowest number goalkeepers become halfbacks.

The game is played in two halves of 15 minutes each with a longer time limit for older children. The teams exchange ends at half time.

Scoring: One point for each goal

(3) Goals (9-11 year-olds)

Supplies: Hockey sticks and balls

Participants: Class

Area: Playing field or gymnasium

Formation:

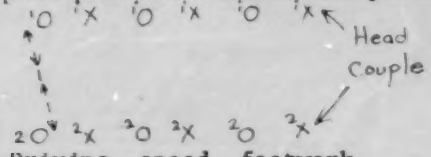
Skills: Dribbling, driving, passing, fielding, dodging, and tackling.

Procedures: The object of the game is to drive the ball below waist height over the opponent's goal line. The game is started with a bully by the centers, who attempt to get possession of the ball and pass to their own forward line. The forwards are the only players able to drive the ball through the opponent's line. When the ball goes over the sideline the ball is put into play with a roll-in. A free hit is awarded opponents for any fouls.

Scoring: One point is scored for each ball sent legally over the opponent's goal line. No point is scored if the forward steps over the line while driving the ball. The game is restarted by a center bully.

(4) Hit and Stop (8-11 year-olds)

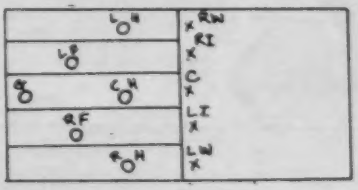
Supplies: Hockey sticks, balls, and a stopwatch
Participants: Class
Area: Playing field
Formation: Two straight lines 10 yards apart; players opposite one another are partners.



Skills: Driving, speed, footwork
Procedure: The object of the game is to score the greatest number of hits in 1 minute. On signal, line 1 hits the ball to line 2, making certain the ball is on the stick side. Player 2 stops the ball and hits back to player 1 on the stick side. Continue counting each hit 1 point. The couple with the highest score goes to the head of the line; the others follow according to their scores. Repeat several times to encourage the players to reach and maintain a position at the top of the line. By moving the distance of the lines, adjustment can be made according to skill level.
Variations: Include other passes such as the push, swoop, or flick for the drive.

(5) Lane Hockey (10-12 year-olds)

Supplies: Hockey sticks, balls, and pinnies
Participants: Class
Skills: Dribbling, driving, dodging, tackling, fielding, passing, marking an opponent, and position play.
Area: Playground, multi-purpose room
Formation:



Procedure: The object of each game is for the forwards or offensive team to hit the ball over the end line and for the defensive team to attempt to hit the ball over the center line. The five forwards take up their respective positions on the center line. The defensive team assumes position against the forwards. All players, with the exception of the fullbacks, must remain in their lane. A free hit is awarded to the opposing team when a player fails to remain in proper lane. The game may be started by any player on the forward line.

Scoring: One point is scored when the offensive team hits the ball over the end line. One point is scored for the defensive team when the ball is hit over the center line. Players rotate after every point.

(d) Soccer lead-up games

(1) Circle Soccer (8-10 year-olds)

Supplies: Soccer balls
Participants: 10-15 on a team. Teams unlimited
Area: Playground or gymnasium (30' circle)
Formation: 30' circle
Skills: Kicking, trapping, blocking, and passing
Procedure: Each team forms a semi-circle; two opposing teams, or two semi-circles, then join to form one circle. The object is to kick the ball below shoulder level between members of the other team. After each goal, the players rotate one position to the right. If the ball stops inside the circle, a player from that half of the circle may get the ball and take it to the circle and start again.

One point is scored each time the ball goes through the opponent's team under the level of the shoulders or if the players use their hands to stop the ball.

Variations: Play in square formation; players hold hands.

(2) Line Soccer (8-12 year-olds)

Supplies: Soccer ball
Participants: Two teams, unlimited
Area: Playground or gymnasium
Formation: Two lines
Skills: Dribbling, kicking, passing, tackling, trapping, goal-keeping, punting.
Procedure: The object in this game is for the "active" players to score by kicking it through the opponent's line below shoulder level. The line players are considered goalies and may use their hands to stop the ball and throw it to one of their players. The game begins with the leader rolling the ball into the center and calling their respective numbers or variations (partners; co-ed, matched shoes, socks, etc.)

A goal may count as two points for the kicking team and any ball kicked over the sideline counts as one point for the opposing team.

Variations include four teams, one team on each side of the square; call more than one n number at a time.

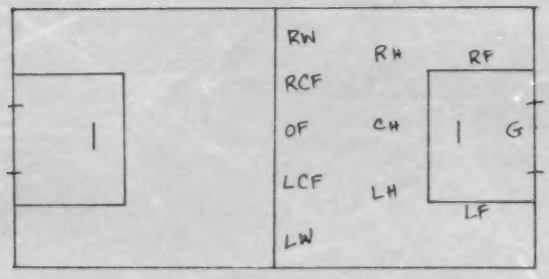
(3) Micky Mouse (8-11 year-olds)

Supplies: Soccer balls
Participants: 8-10 on a team, unlimited
Area: Playground or gymnasium (30' circle)

Formation: Circle
Skills: Dribbling, ball control, trapping
Procedure: Each player is given a number. When a number is called the player with that number should run to the center of the circle and dribble the ball as fast as he can out through his opening, around the outside of the circle, and in through the same opening to the center of the circle, where he finishes by placing his foot on the ball. Players should stay seated until their number is called to maintain uniform circles.

A point is scored for the first person finishing.

(4) Soccer (10-13 year-olds)
Supplies: Soccer ball, goals
Participants: Class
Area: Soccer field
Side line - 60 to 80 yards
End Line - 30 to 40 yards
Penalty area - 30' to 40' x 80' to 100'
Goal - 24'
Penalty Kick Mark - 15'
Formation:



LF-Left Full-Back
G-Goalie
RF-Right Full-Back
LH-Left Half-Back
CH-Center Half-Back
RH-Right Half-Back
LW-Left Wing
LCF-Left Center Forward
RCF-Right Center Forward
RW-Right Wing
CF-Center Forward

Skills: Trapping, heading, kicking, punting, dribbling
Duties of Players:
Forwards - Advance the ball into scoring territory, and attempt to score.
Halfbacks - Work both as offense and defense. Must do a great deal of running. Must back up both offense and defense.
Fullbacks - Strong, consistent kickers, primarily defense.
Goalkeeper - Last line of defense. Only player that can use hands in defense within penalty area.
Procedure: Eleven players make a team, and the game starts with a place-kick from mid-field. All players must be in their half of the field at the kick-off. The offensive objective of the game is to get the ball across the opponent's goal line. The entire ball must be kicked or headed across the goal--between the uprights and below the cross-bar.

Throw-in: Must be executed with both feet on the ground. Ball must be thrown with two hands from behind the head.

Off-side: A player is off-side if he is nearer his opponent's goal line than the ball when the ball is kicked or headed--unless:

1. He is in his own half of the field of play
2. There are two of his opponents nearer to their goal line than he is
3. The ball last touched an opponent or himself
4. He receives the ball directly from a goal-kick or corner-kick.

The player must be seeking an advantage for the off-side to be called.

Penalty: An indirect free kick awarded to opposition at point of foul.

Direct free kick: A goal may be scored directly. It is awarded as penalty for the following offenses:

1. Handling the ball, holding, pushing, and striking
2. Kicking, tripping, use of knee, and jumping an opponent
3. Charging from behind, charging violently, and charging an opponent who has both feet off the groun
4. Handling by the goalkeeper outside of the penalty area, and charging the goalkeeper while he is in the penalty area.

Indirect free kick: A goal cannot be scored until the ball is touched by another player. These offenses result in an indirect free kick for the opposition: (1) off-side; (2) goalie carrying the ball more than four steps between each dribble within the penalty area; (3) violations of correct procedure for free kicks, corner kick, and penalty kick; (4) dangerous play.

Penalty kick: Awarded to the offended team for deliberate fouls committed by the defensive team in its own penalty area, which would otherwise have resulted in a direct free kick. The kick is taken from the penalty mark and is subject to the following stipulations: (1) all players other than the goalie and the kicker must be outside of the penalty area and at least ten yards from the ball; (2) without moving his feet, the goalkeeper must stand on the goal line until the ball is kicked; and (3) the player must kick the ball forward, and he cannot play the ball a second time until it has been touched by another player. An indirect free kick is taken by a player of the opposing team for an infringement by the player kicking. Other violations of penalty kick procedure result in the penalty kick being retaken.

On both the direct and indirect free kicks, all members of the opposing team must be ten yards away from the ball. The ball must travel forward the distance of its circumference on all free kicks, and the kicker may not play the ball again until it has been touched by another player.

A corner kick is awarded when the ball is last touched by a defensive player and it passes over the goal line without resulting in a goal. The kick is made by an offensive player from the nearest corner. A goal may be scored directly, opposing team must remain ten yards away from the ball until kicked, and the kicker cannot play the ball again until it has touched another player.

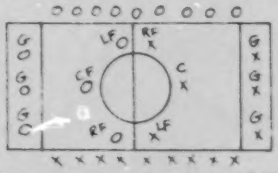
(5) Three Goalie Soccer (11-12 year-olds)

Supplies: One soccer ball

Participants: Class

Area: Turf area, playground

Formation:



Procedure: The game starts with the soccer ball in the center circle with the players taking their respective positions. Upon blowing the whistle the center from each team attempts to get possession of the ball. They attempt to kick a goal by passing and kicking as a team.

The sideline players without using their arms or hands will prevent the ball from going out of bounds. A goal is scored when the ball is kicked lower than shoulder height through the opposing goalies and across the goal line. Goalies are not allowed to go past the foul line to field a ball.

The goalies are permitted to use their arms and hands to stop the ball. After stopping the ball, the goalie will hold the ball in both hands and punt (kick) or throw the ball to a teammate.

Immediately after a goal is scored, the three players for each team who were active will rotate according to the rotational pattern. The entire team (3 players) rotate together. Play will resume by using the whistle as the starting signal.

Sideline players are not allowed to be on the field.

(e) Softball lead-up games

(1) Beat Ball (9-10 year-olds)

Supplies: Softball

Participants: Two teams - 10 to 15 on each side

Area: Softball diamond reduced in size; bases moved up.
Formation: Scattered or "relative" positions
Skills: Throwing, base-running, catching
Procedures: The fielders, instead of playing regular softball rules, throw the ball directly home to the catcher. The batter throws the ball, then runs around the bases. His team receives one point for each base he touches before the catcher yells "stop" when he gets the ball. Runner then returns to line. There are no "outs" and everyone gets an opportunity each inning to be the "batter." A fly ball or foul ball scores no points but counts as a turn at bat.

(2) Hit and Run (9-13 year-olds)
Supplies: Volleyball, playground ball, home plate and a base marker
Participants: Two teams, 6-15 players
Area: Softball field or gymnasium with a line 12' from home base.
Formation: Scattered
Skills: Running, batting, throwing, catching
Formation: One team is at bat with the other scattered in the field. The field should have "fair and foul" territory.

Procedure: The batter stands at home plate with the ball. The ball must go over the 12' line and be in fair territory to be considered in play.

The batter bats the ball with his fist or hand and runs around the base marker, and back home without being hit by the ball. The members of the team field the ball and attempt to hit the runner below the waist. The fielder may not run or walk with the ball but may throw to a teammate closer to the runner.

A run is scored for each successful run around the marker and back to home plate without getting hit by the ball. Also a run can be scored if a foul is called on the fielding team for walking or running with the ball.

The batter is out if:
1. A fly ball is caught
2. Hit below the shoulders with the ball

3. The ball is not hit beyond the 12' line
4. If the runner stops in the field he can be forced at the plate

The game can be played with 3 outs constituting an inning or have the entire team bat and then switch team positions.

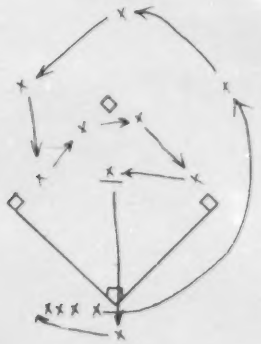
(3) Hit Pin Softball (10-13 year-olds)

Supplies: Softball bat, 4 Indian clubs
Participants: Unlimited
Area: Playground or gymnasium (45' bases)
Formation: Scattered
Skills: Batting, catching, fielding, pitching and throwing
Procedure: The batter hits the ball and circles the bases before the four pins can be knocked down in order by the fielders. The game is played like softball except there is an Indian club on the outside corner of each base and home plate. As the batter runs the bases the fielders retrieve the ball and pass it in order to the first baseman, second, third, and home. As each baseman received the ball he knocks down the pin and passes the ball to the next base. The batter is out (1) on a fly ball, (2) if he knocks down a pin, or (3) if the four pins can be knocked down by the fielders before he gets home. Rotate basemen after each inning. Change sides after all one side has batted. A point is scored by the batter if he beats the ball home.

(4) Scrub (9-12 year-olds)

Supplies: Softball, bat, bases
Participants: 7-15
Area: Baseball diamond
Formation: Baseball positions
Skills: Throwing, catching, base-running, hitting

Rotation System -



The outstanding feature of Scrub is the rotation of the players. Regular softball rules are used with individuals playing for himself. Four batters are recommended and if the batter makes an out he goes to right field and all other players move up one position.

Variations: If there are only two batters, then one base is sufficient.

If a fly ball is caught, the fielder and batter exchange positions.

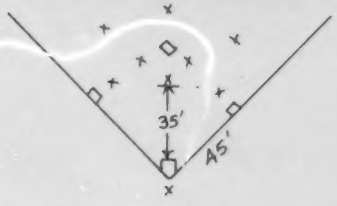
(5) Softball (11-13 year-olds)

Supplies: 3 bases, 1 home plate, 1 softball (16" circumference slow pitch softball recommended, baseball gloves are not needed), face mask, and chest protector.

Participants: Class

Area: The official softball diamond has 60 feet between bases and pitching distance of 46 feet. On the elementary level it should be with bases not over 45 feet and a pitching distance of 35 feet or less.

Formation:



People waiting to come to bat must stay at least 20 feet away from batter.

Skills: Throwing, catching, and fielding, batting, fielding positions, base-running and pitching

Procedure: Players may bat in any order, but it is preferred they bat according to position. Once the batting order has been established, it should remain that way for the entire game.

Pitching rules:
1. Face the batter with both feet on pitcher's mound with ball held in front with both hands.
2. The pitcher is allowed one step toward the batter and must deliver the ball while taking that step.
3. The ball is tossed (underhand).
4. The batter is out if he interferes with catcher when he is catching a fly or putting out a runner coming home, or fouls any ball to the catcher that rises above the batter's head and is caught.

Base runner:
1. May not lead off until the ball leaves the pitcher's hands or the base runner will be called out.
2. May advance one base when the ball goes into foul territory and out of play on an overthrow. Runners advance one base beyond the base to which they were headed at the time of the overthrow.
3. May not leave the base before a fly ball is caught. He is out if a fielder tags him or that base before he returns.
4. He is out if he intentionally interferes with a member of the fielding team.
5. He is out if hit by a batted ball when off the base.
6. He is out if he touches a base that is occupied by another base runner.

Refer to an official rule book or official rule guide for rules study.

(f) Volleyball lead-up games

(1) Hot Potato (8-10 year-olds)

Supplies: Volleyball or bean bag
Participants: 8 to 10 players in a group
Area: Multipurpose room, classroom turf, or gymnasium
Formation: The players sit in a circle

Skills: Throwing, catching, and accuracy in passing.
Procedure: One player who is selected to be "it" assumes a position in the center of the circle. The object of the game is to prevent the player in the center from catching the "hot potato". The player seated in the circle starts the game by throwing the hot potato to another player. The hot potato is thrown rapidly in any direction, while "it" is attempting to intercept the ball. When the ball is intercepted, the player responsible goes into the center of the circle and becomes "it."
Variations: (1) The hot potato may be thrown clockwise or counterclockwise.
(2) The player holding it when a whistle signal is given has a point scored against him.
(3) More than one hot potato may be used.
(4) Players may volley the hot potato rather than catch it.

(2) Nebraska Ball (8-10 year-olds)

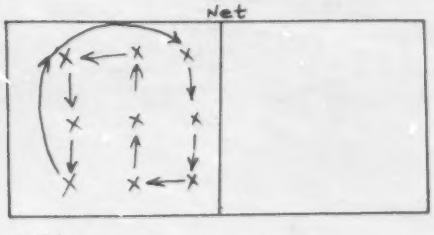
Supplies: Volleyball, court and net
Participants: 10-15 on each team
Area: Volleyball court
Formation: Scattered
Skills: Serving and volleying
Procedure: One player serves the ball over the net from a serving line drawn 15' away from the net.

Any number of players are allowed to assist it over the net.

A point is scored when the ball lands on the floor.
Variations: Shorten serving distances if skill level is too low.

(3) Newcomb (9-12 year-olds)

Supplies: Volleyball, net, court
Participants: 9 on each team
Area: Volleyball court
Formation:



Positions and system of rotation.

Skills: Serving, volleying
Procedure: Server serves ball over the net (a second hit from another player is not permitted).

Other team tries to return ball after serve, with any number of players allowed to hit the ball.

Server serves until his team loses the ball.

Fouls are: (1) hitting ball out of bounds
(2) holding the ball
(3) touching the net
(4) walking with the ball
(5) throwing the ball out of bounds, or
(6) ball hitting the floor.

Only serving team scores. A predetermined time limit or score is set.
Variations: If skill level is too low, allow players to catch ball, then hit it.

(4) Shower Service Ball (9-11 year-olds)
Supplies: 4-6 volleyballs
Participants: 6-12 on each team
Area: Volleyball court, court and net
Formation: Scattered
Skills: Serving and catching
Procedure: The game is started by dividing the balls evenly between the two teams.

Balls may be served at any time in any order, just so the server is in the serving area (back half) of his court. Any ball that is served over the net is to be caught by any other player. The player catching or receiving a ball moves quickly to his serving area and serves. A point is scored for a team whenever a served ball hits the floor in the other court or is dropped by a receiver. Two scorers are suggested, one for each side.
Variations: The serving line can be moved back as skill level progresses.

(5) VBB (volleyball, basketball, baseball) (11-13 year-olds)
Supplies: 1 volleyball, 4 bases
Participants: Unlimited
Area: Basketball court
Formation: Scattered
Skills: Base running, throwing, shooting
Procedure: Four bases are marked on the gym floor. The teams are divided equally so that there is a serving (batting) team and a receiving team. (Team in the field.)

The serving team starts the game by serving the volleyball, from a point behind home plate, so that it goes on the fly over the middle line of the gym floor. The server is out if he hits a ball that bounces on the floor in front of the middle line or if he bunts.

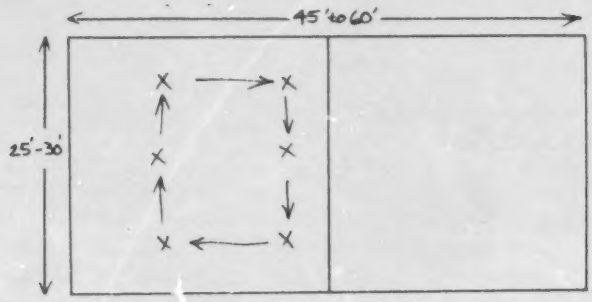
The receiving team catches the ball and passes it around to their teammates three times. At the completion of the third pass the player with the ball shoots for the basket. If the basket is made before the server circles the bases, the server is out. If the shot is missed, anyone can rebound the ball and keep shooting until someone makes a basket.

In concluding, the object of the game is to serve the ball over the middle line of the gym floor and circle the bases before the receiving team can complete 3 passes and make a basket. An inning is composed of three outs.

VBB is an exceptional activity to be used in volleyball as well as basketball and baseball. Refer to softball unit for explanation.

(6) Volleyball (11-13 year-olds)
Supplies: Volleyball, court and net
Participants: 6 or 9 players on a team

Formation:



Skills: Serving, volleying
Procedure: To begin, captains toss a coin to determine option; either elect to serve or to take choice of courts. At the completion of any game, the teams change courts, and the losing side serves.

To be in position to serve, the player must have both feet behind the service line on the right one-third of the end line. He must not be on the end line during the serve. If the serve hits the top of the net and lands in the opponent's court it is deemed a "let" serve and is taken over. The server retains his serve scoring consecutive points until his side loses and is put out. Members serving, the sequence being determined by the rotation system.

The lines bounding the court are considered "good" and are played as part of the court.

Any ball that touches or is touched by a player is considered to be "in".

The ball must be returned over the net at least by the third volley but not more than three volleys.

Chief violations causing loss of the point or serve are:
1. Touching the net during play
2. Not clearly batting the ball
3. Reaching over the net during play
4. Stepping over the center line

A ball going over the net may be recovered, and played provided no player touches the net.

The first team to reach a score of 15 points wins the game provided the team is at least two points ahead of the opponent. If not, play continues until one team secures a two-point lead.

Variations: No player may volley the ball twice in succession.
One-bounce volleyball
3 and over volleyball

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III. Evaluation

A. Expectations of 80% of the students

Level K

1. Tosses and catches to self using two hands a yarnball or nurf ball, 3 out of 5 times.
2. Roll ball to wall 10' away.
3. Rolls and catches with both hands an 8½" playground ball to a partner, sitting 6' away.
4. Throws a yarnball with an underhand toss a distance of 10'.
5. Bounces and catches with two hands an 8½" playground ball while standing in place, 3 out of 5 times.
6. Catches with both hands a yarnball thrown from a distance of 10', 3 out of 5 times.
7. Catches with both hands an 8½" playground ball thrown from a distance of 6', 3 out of 5 times.

Level 1

1. Tosses and catches to self using two hands a yarnball, balloon, wiffle and 8½" playground ball, 3 out of 5 times.
2. Rolls and catches with both hands an 8½" playground ball to a partner, sitting 10' away.

3. Rolls and catches a soccer and basketball to a partner or target 6' away.
4. Throws an 8½" playground ball with an underhand toss a distance of 10'.
5. Bounces and catches with two hands an 8½" playground ball while moving, 3 out of 5 times.
6. Bounces and catches an 8½" playground ball with partner 6' away, 3 out of 4 times.
7. Catches with both hands a wiffle thrown from a distance 10', 3 out of 5 times.
8. Catches using a two-hand underhand catch an 8½" playground ball thrown from a distance of 10', 3 out of 5 times.
9. Kicks 8½" playground stationary ball forward 15' using instep kick.
10. Kicks rolled 8½" playground ball forward 20' using instep kick.
11. Strikes using a closed hand an 8½" playground ball, 2 out of 5 times.
12. Strikes using a plastic bat an 8½" playground ball and wiffle ball off of tee, 3 out of 5 times.

Level 2

1. Using both hands, tosses and catches to self yarnball, 8½" playground ball, and 6" nurf ball, 4 out of 5 times.
2. Using both hands, rolls and catches an 8½" playground ball to a partner 10' away.
3. Rolls and catches a soccer ball and basketball to a partner or target 10' away.
4. Using a two-arm shoulder form, throws an 8½" playground ball a distance of 15'.
5. Using a one arm side-arm form, throws an 8½" playground ball a distance of 15'.
6. Using a one arm shoulder form, throws an 8½" playground ball a distance of 15'.
7. Using one hand bounces and catches an 8½" playground ball in a stationary and then a moving position, 3 out of 5 times.
8. Bounces and catches an 8½" playground ball thrown from a partner 8' away, 3 out of 4 times.
9. Catches with one hand a wiffleball thrown from a distance of 10'.
10. Using two-hand underhand form, catches an 8½" playground ball thrown from a distance of 15'.
11. Using a two hand overhand form, catches an 8½" playground ball thrown from a distance of 10' away.
12. Kicks an 8½" playground stationary ball with controlled instep and outside of foot 15'.
13. Kicks rolled 8½" playground ball with instep to partner 15' away.
14. Strikes 8½" playground ball with instep to partner 15' away.
15. Strikes 8½" playground ball with a closed hand, 3 out of 5 times.
16. Strikes a wiffle ball off tee, 4 out of 5 times.

Level 3

1. Tosses and catches to self using one hand; both hands, yarnball, 8½" playground ball, softball, 6" playground ball, 3 out of 5 times.
2. Rolls and catches with right hand, left hand to a partner or target 10' away, a playground ball, soccer ball, basketball, 3 out of 5 times.
3. Throws using a one arm shoulder throw a distance of 15' using football, basketball, softball.
4. Bounces and catches an 8½" playground ball around obstacles up and back using one hand.
5. Bounces and catches an 8½" playground ball to a partner 10' away, 3 out of 4 times.
6. Bounces and catches an 8½" playground ball off wall target 4' away, 3 out of 4 times.

7. Catches a bean bag in the scoop thrown from a partner 10' away.
8. Catches a softball thrown from a distance of 20' using a two-hand underhand catch.
9. Catches a softball thrown 5' in air before it bounces.
10. Catches a basketball thrown from a distance of 10' using a two-hand underhand catch.
11. Kicks soccer ball, stationary and rolled, using instep.
12. Kicks soccer ball to right and left using instep.
13. Strikes an 8½" playground ball using a closed hand, 4 out of 5 times.
14. Strikes a softball off tee, 3 out of 5 times.

Level 4

1. Tosses and catches to self 8½" playground, 6" playground, 4" nurfball, tennis ball, softball; either hand in place, both hands while in motion, 4 out of 5 times.
2. Rolls a 8½" playground ball, soccer ball, basketball with right hand and left hand to a partner or target 20' away, 3 out of 5 times.
3. Throws a softball with a one-hand overarm throw 20' at a fixed 10' square throw, 3 out of 5 times.
4. Passes a football with a one-arm shoulder throw 20'.
5. Passes a basketball with two-hand chest pass to a partner 3' away, 3 out of 4 times.
6. Dribbles a basketball in place 10 times using first right hand then left: down and back 20', obstacles 10' apart, using "figure 8" pattern through two.
7. Bounces and catches basketball with a partner 6' away, using a bounce pass, 3 out of 4 times.
8. Bounces and catches 8½" playground ball and basketball off wall target 4' away, 5 times in succession.
9. Catches a softball thrown 10' in air before it bounces.
10. Catches a basketball with a two hand over-hand catch from 10'.
11. Volleys ball with overhand volley to self or partner, 3 out of 5 times.
12. Strikes volleyball with a one-hand (open) underhand hit, 3 out of 5 times.
13. Strikes a softball off tee, 4 out of 5 times.
14. Strikes a pitched softball, 3 out of 5 times.
15. Kicks a soccer ball to right and left using instep or outside of foot.
16. Traps a rolling soccer ball with right or left foot.
17. Punts a soccer ball 10'.
18. Catches the ball and pivots in stride position with right foot forward, weight on ball of left foot, rotating body left and stepping forward, (step-pivot).
19. Pivots in stride position with left foot forward, weight on ball of right foot, rotating body left and stepping forward.

Level 5

1. Tosses and catches to self tennis ball, softball, football, basketball, 6" playground ball, 4 out of 5 times.
2. Rolls a 6" playground ball, softball, tennis ball using right hand with smooth execution to a target 3' wide, 20' away, 3 out of 5 times.
3. Throws a softball with a one hand over arm throw 30' at a fixed 10' square.
4. Passes a football forward 30'.
5. Passes a football laterally 20'.
6. Passes a basketball with two hand chest pass to a partner 5' away, 3 out of 4 times.
7. Dribbles a basketball using first right then left hand in place 15 times; changing directions using a figure eight pattern through two obstacles 5' apart.

8. Bounces and catches a basketball with a partner 8' away using a bounce pass, 3 out of 5 times.
9. Bounces and catches basketball off wall target 4' away 10 times in succession.
10. Catches a softball thrown 10' in air before it bounces.
11. Catches a softball grounder, 4 out of 5 times.
12. Catches a softball pitched, 4 out of 5 times.
13. Volleys ball with over hand volley over net, 3 out of 5 times.
14. Strikes volleyball with an underhand serve, 3 out of 5 times.
15. Strikes a tennis ball with paddle against 2' square wall target 10' away, 3 out of 5 times.
16. Kicks soccer ball around two obstacles 10' apart with figure eight pattern using instep or outside of foot.
17. Punts football 20'.
18. Place kick football 10'.
19. Catches the ball and pivots in a circle.

Level 6

1. Tosses 10' in air and catches a tennis ball, softball, football, basketball, 6" playground ball, 4 out of 5 times.
2. Rolls a 6" playground ball, softball, tennis ball, using right hand with a smooth execution to a target 3' wide, 30' away, 3 out of 5 times.
3. Throws a softball with a one-arm overhand throw 50' at a fixed 10' square, 3 out of 5 times.
4. Passes a football forward 40'.
5. Passes a football laterally 30'.
6. Passes basketball with two hand chest pass to a partner 8', 3 out of 4 times.
7. Dribbles a basketball: in place 20 times; in a straight line 50'; changing directions with control; using a figure 8 pattern around 2 obstacles 3' apart.
8. Bounces and catches a basketball with a partner 10' away, 3 out of 4 times.
9. Bounces and catches basketball off wall target 4' away 15 times in succession.
10. Catches a softball thrown 15' in air and immediately throws it 20'.
11. Catches a pitched softball, 4 out of 5 times.
12. Volleys volleyball with overhand volley over net with direction, control, and power, 3 out of 5 times.
13. Volleys volleyball with underhand serve, 3 out of 5 times.
14. Strikes volleyball with an overhead serve, 3 out of 5 times.
15. Passes a soccer ball to partner 8' away using instep or outside of foot.
16. Kicks soccer ball around two obstacles 5' apart using figure 8 pattern using instep or outside of foot.
17. Kicks soccer ball a distance of 10' into goal using instep and outside of foot.
18. Place kicks a football 30'.
19. Catches the ball, pivots, and passes to a certain point.

RHYTHMS

Physical Education K-6
Sections B and C
September 3, 1974

	K	1	2	3	4	5	6
I. Objectives							
The student:							
A. To assistant children through a variety of rhythmic activities to:							
1. Develop an adequate mastery of their body for their own self-esteem and pleasure.	X	X	X	X	X	X	X
2. Discover, explore and invent different ways of moving through problem solving and movement sequences.	X	X	X	X	X	X	X
3. Increase aesthetic awareness through movement observation and evaluation.	X	X	X	X	X	X	X
4. Develop an appreciation for dance as an art form and means of communication relating dance to cultures, art and literature.				X	X	X	X
5. Relate movement to the rhythmic components of tempo, rhythm, sound variations and accompainments.		X	X	X	X	X	X
6. Participate with others in ethnic dances, social, and creative dance.	X	X	X	X	X	X	X
7. Create their own movements and dances, which may be shared with peers.		X	X	X	X	X	X
8. Develop locomotor and non-locomotor skills and patterns utilizing the basic elements of space, time, force and flow.	X	X	X	X	X	X	X
II. Units							
A. Activities (Skills)							
1. Basic locomotor movements	X	X	X	X	X	X	X
2. Singing games	X	X	X				
3. Folk dance							
(a) Step-hop		X	X	X	X	X	X
(b) Elbow swing		X	X	X	X	X	X
(c) Stamp		X	X	X	X	X	X
(d) Promenade		X	X	X	X	X	X
(e) Do-Si-Do		X	X	X	X	X	X
(f) Step draw		X	X	X	X	X	X
(g) Partner reel				X	X	X	X
(h) Balance step					X	X	X
(i) Schottische					X	X	X
(j) Bleiking				X	X	X	X
(k) Grapvihe					X	X	X
(l) Two-step						X	X
4. Square dance							
(a) Promenade					X	X	X
(b) Honor					X	X	X
(c) Circle right, left					X	X	X
(d) Forward-back					X	X	X
(e) Do-Si-Do					X	X	X
(f) Swing					X	X	X
(g) Balance					X	X	X
(h) Allemande left					X	X	X
(i) Allemande right					X	X	X

Physical Education K-6
Sections B and C
September 3, 1974

	K	1	2	3	4	5	6
(j) Ladies chain							X
(k) Grand right and left							X
(l) Star						X	X
5. Marching skills							
(a) Patterns, forward, backward		X	X	X	X		
(b) Marching with rhythm sticks	X	X	X	X	X		
(c) Marching with pom pom				X	X	X	X
(d) Original formation					X	X	X
6. Creative rhythmics							
(a) Story plays	X	X	X				
(b) Mime (animals, walks, transportation, machine, work movements)	X	X	X	X	X	X	
(c) Locomotor combinations	X	X	X	X			
(d) Use of percussion instruments	X	X	X	X			
(e) Exploration, improvisation, investigation, and invention	X	X	X	X	X	X	X
(f) Mirror movements		X	X	X			
(g) Stationary and sequential shapes	X	X	X	X			
(h) Moving to sounds, words, sentences, lymrics, poems, pictures and stories				X	X	X	X
(i) Creating, and imitating movement sequences	X	X	X	X	X	X	X
(j) Exploring the movement qualities of percussion, vibratory, sustained, and pendular	X	X	X	X	X	X	X
(k) Creating using objects as a focus, such as hoops, wands, sashes, ball, balloons, and scarves				X	X	X	X
(l) Creating dances				X	X	X	X
(m) Tumbling and gymnastics sequences to music				X	X	X	X
7. Parachute skills to music				X	X	X	X
8. Exercising to music					X	X	X
9. Rhythm sticks		X	X	X	X	X	X
(a) Individual stick skills and patterns (combinations)		X	X				
(b) Partner skills and combination				X	X	X	X
(c) Lummi sticks				X	X	X	X
10. Rhythmic ropes			X	X	X	X	X
(a) Individual ropes to various rhythms				X	X	X	X
(b) Combining several skills in a sequence				X	X	X	X
(c) Small group patterns					X	X	X
(d) Using ropes in unique ways-twirling, several ropes, patterns on the floor					X	X	X
11. Tininkling (bamboo poles)				X	X	X	X
(a) Basic beat 3/4					X	X	X
(b) Basic step alone					X	X	X
(c) Basic step with a partner					X	X	X
(d) Create new step					X	X	X
(e) Add additional poles						X	X
12. Rhythmic ball handling			X	X	X	X	X
(a) Dribbling or bouncing to a specific beat			X	X	X	X	X
(b) Passing in a variety of ways to music				X	X	X	X
(c) Rhythm ball patterns with two or more children				X	X	X	X
(d) Combining dance and rhythmic ball skills					X	X	X

B. Understandings
Do not apply

C. Teaching Suggestions

Rhythmic activities are made up of basic locomotor and non-locomotor skills and various combinations thereof, used with an understanding of rhythm space, and force. By allowing each child opportunities and experiences in using his body to make creative responses and to learn structured dances, rhythmics constitute an important phase of the physical education program.

There follows a suggested series of rhythmic activities, games, and dances.

1. Creative Rhythms

Elementary children at all ages, but especially during the primary years, need opportunities for self-expression. Creative rhythm activities give children a chance to be imitative, imaginative, and exploratory with their movements. For example -

(a) Rhythmic patterns can be created by responding to colors, in one way for the one-syllable colors (red, blue, green), in another way for the two-syllable colors (yellow, purple, orange). Colored construction paper may be used to indicate the rhythmic response desired.

(b) Various chants, such as the following, can be used as aids in creative expression of locomotor and non-locomotor movements.

(1) in walking - Three funny old men from our town
Went for a walk one day
The wind blew so hard
That it turned them around
And they walked the other way.
Yes, they walked the other way.

(2) in running - I like to run, I like to run
I like to run around
I like to run, I like to run
And hear my feet upon the ground.

(3) in tiptoeing - Lightly, lightly tiptoe
Not a single sound
Lightly, lightly tiptoe
Gently move around.

(4) in jumping - Jack be nimble, Jack be quick
Jack jump over the candlestick.

(5) in hopping - Hop Hop Hop Hop Hop Hop
Turn to the right and
turn to the left and
change your feet with a
Hop, Hop, Hop!

(6) in galloping - I had a little hobby horse
His name was Tommy Gray.
His head was made of peas and straw
His body was made of hay.
I saddled him and bridled him
And rode him to the town
There cam a little puff of wind
and blew him up and down.

(7) in skipping - A skippity skip and a skippity skip
A hippity hop and a hippity hop
One knee up and one knee down
We go skipping around and around.

(8) in sliding - With a step and a glide
We move to the side
And slide and slide and slide.

(9) in bending
and stretching - I'm all made of hinges
And everything bends
From the top of my head
Way down to the ends
I'm hinges in front
And I'm hinges in back
But I'd have to be hinges
Or else I'd crack.

(c) In mimetics for primary grades include a variety of imitative movements and opportunities for self-expression. Children may pretend, for instance, to be birds flying, falling snow flakes, a washing machine, a steam roller, melting icicles, wooden soldiers, or bouncing balls, or they may act as if they are batting a ball or building a house.

(d) Children should be given opportunities for creative expression to music, using different tempos. They could be asked to feel the music and move with it, move fast or move slow, move with an angry feeling, move with a happy feeling, create a dance routine, to the music with a partner or small group, or create routines using an object such as a scarf, hoop, ball, or wand.

2. Marching - can be taught as a single lesson or correlated with a folk dance or square dance lesson. For example -

(a) Marching to rhythm bands
Children in primary grades enjoy using rhythm instruments and will march well, to one or two instruments at first and then to several instruments combined. Suggested meter: 4/4 time.

(b) Musical Madness
The children are spread out throughout the room. As the marching music begins, they march by themselves in any direction. As a signal to get into groups of two, three, four, etc., the teacher uses a drum, whistle, or blocks of wood, using three beats for groups of three, four for four, etc. Children change from one size group to another, as the signals indicate, going back to marching individually--at least, at first--between the various groups.

(c) Marching variations
The children march anywhere in the area, following different patterns, such as: knees up as high as possible; stiff-legged; one leg shorter than the other; squatting as close to the floor as possible; stretching as tall as possible; on heels, not letting toes touch the floor; toes in or toes out.

(d) Grand March
Record: any good march
Formation: a line of girls on left side, facing front; a line of boys on right side, facing front; both lines at end of hall, teacher at front
Directions: down the center in couples (one girl, one boy), one couple left and one right, alternately, down the center by fours, fours left and right, down the center by eights, Grapevine - all children in lines of eight join hands; teacher takes end of first line, and starts round room with other lines hooking on, winding up in spiral by the

time she reaches the center and then unwinding; everybody swings.

(e) Drills

Formation: squads in a square formation
lines even in width and length

Pre-marching drills

standing at attention - face front, stomach in, chest out, shoulders back, eyes forward, looking at back of head of person ahead arms at side, fingers together, index fingers at seams of pants, mouths closed.

right face, weight equally distributed on both feet to start lift left toe and weight on left heel, weight on left toe, left heel raised, pivot to right with weight on the ball of left foot and right heel, one step forward with right foot to bring it up even with the left foot

forward march, always start with left foot; on command "forward march," start forward on left, alternating left, right, in time to beat of the music or drum, left foot hits the ground on the heavy beat of drum

marching drill, count cadence (letter in parenthesis refers to left or right foot - underlined words are spoken). Mark time until order is give to "Step".

Count (l)
cadence (r)
count (l)
cadence (r)
count (l)
cadence (r)
march (l)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l), step (r), step (l), step (r)
four (l), step (r), step (l), step (r)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l), step (r), step (l), step (r)
four (l), step (r), step (l), step (r)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l), step (r), step (l), step (r)
four (l), step (r), step (l), step (r)
one (l), step (r), step (l), step (r)
two (l), step (r), step (l), step (r)
three (l), step (r), step (l), step (r)
four (l), step (r), step (l), step (r)

3. Singing Games

(a) Paw Paw Patch

record: Burns Folk Dance Album E
skills: bending, skipping
words: Verse 1

Where, oh where is sweet little Nellie?
Where, oh where is sweet little Nellie?
Where, oh where is sweet little Nellie?
Way down yonder in the paw paw patch.

Chorus

Pickin' up paw paws, puttin' them in a basket,
Pickin' up paw paws, puttin' them in a basket,
Pickin' up paw paws, puttin' them in a basket,
Way down yonder in the paw paw patch.

Verse 2

Come on, boys, and let's go find her,
Come on, boys, and let's go find her,
Come on, boys, and let's go find her,
Way down yonder in the paw paw patch.

formation: double line, with partners side by side, girl on right side of boy

procedure: Verse 1 - girl at head of line turns to right, skips down behind the line of girls and up around the line of boys until she is back in her original position

Chorus: Couples join hands and skip down center of line, led by first couple stooping down as if picking up paw paws from the ground as they skip; return to original place

Verse 2: first girl skips as she did during Verse 1, with entire line of boys following her

Chorus: couples skip down center of line; at end of line first couple raises arms for other couples to pass under, and stays at foot of line until second couple comes down line and becomes head couple
repeat dance until all couples have been in the lead

(b) Hansel and Gretel

record: Burns Folk Dance Album E
skills: running, skipping
words: Verse 1

Partner, come and dance with me,
Both your hands now give to me,
Right foot first, left foot then,
Round and round and back again.

Chorus

Tra la la la la la la
Tra la la la la la la
Tra la la la la la la
Tra la la la la la la

Verse 2

With your feet go tap, tap, tap,
With your hands go clap, clap, clap,
Right foot first, left foot then,
Round and round and back again.

Verse 3

With your head go nip, nip, nip,
With your fingers snip, snip, snip,
Right foot first, left foot then,
Round and round and back again.

formation: partners facing in double circle
procedure: Verse 1--
boys bow, girls curtsy, partners join both hands;
put right heels forward, reverse and put left heels forward;
drop hands and turn in place with little running steps

Chorus--
partners join hands and skip forward; repeating action after each verse

Verse 2--
fit actions to words of song, tapping feet alternately right, left, right and clapping hands when directed to do so; place right foot forward, then left foot forward; starting on left foot, turn counterclockwise, using four skipping steps

Verse 3--
fit actions to words of song, nodding heads, snapping fingers; finish as in Verse 2

(c) Looby Loo
record: Victor Record No. 20214
skills: running, walking, skipping, sliding
words: Chorus
Here we go Looby Loo,
Here we go Looby Light,
Here we go Looby Loo,
All on a Saturday night.

Verse 1
I put my right hand in,
I put my right hand out,
I give my right hand a shake, shake, shake
And turn myself about.

(d) Mulberry Bush
record: Victor No. 20806
skills: mimetics
words:

Verse 1
This is the way we wash our clothes,
wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early Monday morning.

Verse 2
This is the way we iron our clothes, etc.
So early Tuesday morning.

Verse 3
This is the way we scrub the floor, etc.
So early Wednesday morning.

Verse 4
This is the way we mend our clothes, etc.
So early Thursday morning.

Verse 5
This is the way we sweep the house, etc.
So early Friday morning.

Verse 6
This is the way we play when our work is done, etc.
So early Saturday morning.

procedure: students make up movements to suit words of each verse, such as scrubbing the clothes, ironing, etc.

(d) Oats, Peas, Beans
record: Victor No. 20214
words:

Verse 1
Oats, peas, beans, and barley grow,
Oats, peas, beans, and barley grow,
Can you or I or anyone know,
How oats, peas, beans, and barley grow?

Verse 2
Thus the farmer sows his seed,
Thus he stands and takes his ease,
He stamps his foot and claps his hands
And turns around the view the land.

Verse 3
Waiting for a partner,
Waiting for a partner,
Open the rink and choose one in
While we gaily dance and sing.

Verse 4
Now you're married, you must obey,
You must be ture to all you say,
You must be kind, you must be good,
And keep your wife in kindling wood.

formation: single circle; one student is the farmer and stands in center
procedure: Verse 1--circle moves to left; farmer sows seed in center, folds arms, stamps foot, claps hands, view his land
Verse 2--circle follows action of farmer
Verse 3--circle moves to left; farmer chooses a partner
Verse 4--circle skips either right or left; farmer and wife skip in opposite direction to that taken by circle

4. Folk Dances
The social dances of all countries are folk dances. Each country has developed its own characteristic dance steps, whose patterns are sometimes similar to those in some games. Through these dances, children learn rhythms and characteristics of the countries. There follows a series of folk dances from several countries.

(a) Chimes of Dunkirk (Belgium) for 5 to 8 years old
records: Victor 45-6176 or Folk Dances, Album I
formation: double circle, girls facing inside, boys facing out
procedure: Measure 1--all stamp alternate feet, three times
Measure 2--all clap hands three times
Measure 3 and 4--join both hands with partner; partners skip around each other once
Measure 5 through 8--repeat 1 through 4
Measure 9 through 12--partners face to right of circle, join hands, and skip around circle to the end of the phrase
Measure 13 through 16--repeat measures 1 through 4

(b) Cshebogar (Hungary) for 10 to 13 years old
records: Victor 45-6182 or Folk Dances, Series II
formation: single circle, hands joined, all facing center, with girls on the right of their partners
procedure: Measure 1 and 2--all slide to the right seven times
Measure 3 and 4--all slide to the left seven times
Measure 5 and 6--all walk three steps toward the center, swinging joined hands high; all walk three steps backward to place in circle, swinging hands down and back; drop hands
Measure 7 and 8--all turn
Measures 9 through 12--take three slow draw-steps (step together) sideward toward center, then stamp foot closest to center, arms swinging forcefully toward center; repeat draw-steps back to circle, stamping outside foot and swinging arms forcefully away from circle

Measures 13 and 14--partners take one draw-step toward center and stamp; one draw-step back and stamp
Measures 15 and 16--partners hook right elbows, take six skips around one another, jump into the air, stretch left arms high, and shout "Yi!"

(c) Bingo (American) for 6 to 9 year olds
record: RCA 45-6172
words:

Verse 1

There was a farmer had a dog
And Bingo was his name, Sir.
The farmer's dog's at our back door
And begging for a bone, Sir.

Verse 2

B and an I and an I and an N
N and a G and G with an O
B--I--N--GO--GO
Bingo was his name, Sir.

formation: double circle, partners facing counterclockwise, girls on outside
procedure: Measures 1 and 2--all walk forward in circle; on word "sir," boys turn and face clockwise
Measures 3 through 8--boys skip clockwise; girls skip counterclockwise; on word "sir," each boy take the girl nearest him for his partner, ready to repeat dance

(d) Pattycake Polka (American) for 7 to 10 years old
records: Square Dance Associates Album 6; Folkcraft 1260
formation: double circle; boys inside facing out, girls outside facing in
procedure: Measures 1 through 4--boys, starting with left foot, heel-toe-heel-toe-slide-slide-slide, counter-clockwise; girls, starting with right foot, same step, clockwise
Measures 5 through 8--repeat measures 1 through 4 but in opposite direction
Measure 9--clap partner's right hand three times
Measure 10--clap partner's left hand three times
Measure 11--clap both of partner's hands three times
Measure 12--clap own thigh three times
Measures 13 through 16--partners hook right elbows and walk around each other in six steps; boys move two steps left to new partner.

5. Square Dances

In introducing this phase of physical education, the role of the square dance as part of the American heritage should be emphasized.

DANCE TERMS

Honor your partner -- boys bow, girls curtsy

Honor your corner -- turn back to partner; boys bow to person opposite, girls curtsy to person opposite

Balance -- step on right foot while swinging left foot in front or across right foot; reverse

Swing --

Elbow swing -- hook left elbows and swing around once; reverse

Busy swing -- outer side of partners' right feet side by side; right feet, staying on floor, then act as pivots and left feet, placed slightly behind and close to right feet, are used with pushing motion to move clockwise

Circle -- join hands and move left or right

Forward and back -- walk three steps; girls curtsy, boys bow; move back three steps

Do-si-do -- partners back to back; each walks forward and around other partner, passing right shoulders, to original position

Promenade -- boys on left side, partners hold left hands in front, right hands in back, and walk forward

Allemande left -- giving left hands, opposites walk around each other and back to place

Allemande right -- giving right hands, opposites walk around each other and back to place

Grand right and left -- face partner; grasping right hands, move past each other by right sides; grasping left hand of next person, move past him by left side; continue right and left until original partners once again face each other

Ladies' chain -- ladies from opposite sides meet in middle, clasp right hands, past on right sides, and give left hands to opposite men; men put right arms around ladies' waists; turn ladies around counterclockwise to face other side; ladies return to original partners in same manner

(a) Honolulu Baby

record: Honor Your Partner, Album I
skill: walking, swinging, pivoting
formation: squared set of four couples
procedure:

(1) first gent moves to second couple; all join hands and circle once to left
(2) first gent swings second lady
(3) first gent returns to partner and swings partner
(4) first gent repeats steps 1 through 3 with third couple
(5) first gent repeats steps 1 through 3 with fourth couple
(6) all promenade with partners once around the square
(7) square set, with second gent moving through steps 1 through 5

(b) Head Ladies Cross Over
record: Honor Your Partner, Album 1
skills: walking, turning, swinging, pushing
formation: squared set of four couples
procedure:
(1) first and third girl walk to opposite side of set and stand with opposite boy
(2) second and fourth girls walk to opposite side of set and stand with opposite boy
(3) all walk three steps to center and back; honor new partner
(4) face your corner; boys swing new partners
(5) promenade new partners; repeat steps 1 through 5 until each partner again faces his original partner

(c) Yankee Doodle
record: Honor Your Partner, Album 2
skills: walking, swinging, pivoting
formation: squared set of four couples
procedure:
(1) first couple walks to couple 2, to the right; all join hands in center, circle seven steps to left; reverse hands, circle seven steps to right, and stop
(2) gents from couples 1 and 2 swing one another's partners; then swing own partners
(3) couple 1 moves on to couple 3; repeats steps 1 and 2; goes through same steps with couple 4
(4) all swing own partners; promenade around set to original positions
(5) all face partners; move around set in direction each is facing in grand right and left until back in original place
(6) promenade around and back to original position

(d) Duck for the Oyster
record: Honor Your Partner, Album 2
skills: walking
formation: squared set of four couples
procedure:
(1) first couple moves to couple 2, all join hands and circle halfway around to the left
(2) first couple walks under raised arms of couple 2 and back out
(3) couple 2 walk under raised arms of first couple and back out
(4) first couple goes under raised arms of second couple again releasing hands of second couple and moving on to couple 3
(5) repeat with couple 3
(6) repeat with couple 4

(e) Texas Star
record: Honor Your Partner, Album 3
skills: swinging, walking
formation: squared set of four couples
procedure:
(1) girls take three steps to center, curtsy, and back to place
(2) boys move to center, join right hands, walk clockwise seven steps and stop; reverse hands and move back counterclockwise, to next girl past partner; keeping left hands joined in center, place right arm around girl's waist, continue walking counterclockwise seven steps and stop
(3) with right arms still around girls' waists, boys stop

6. Story Plays
Story plays are particularly important for the primary child. They encourage children's self-expression and provide opportunities to be imaginative and imitative. There follows a series of possible story plays, some of them to be acted around specific themes.

(a) A trip to the Moon
(1) skip to the airport
(2) get into a space suit
(3) take off in the rocketship; feel the pressure
(4) reach the moon; climb out of the ship
(5) bounce along the moon because there is less gravity
(6) see mechanical men on the moon
(7) return to the earth
(8) skip home

(b) Hallowe'en
(1) run to the field where the pumpkins grow
(2) climb to the top of the fence and jump down
(3) bend over and hunt for a pumpkin to be used for a jack-o-lantern
(4) stoop down, cut it from the vine, lift it, and carry it to the fence
(5) a few children can climb over the fence, then the others hand all the pumpkins to them; they must set each pumpkin down carefully so as not to damage it
(6) the rest of the children climb over the fence
(7) each child stoops down and lifts his pumpkin and then carries it back to the school room
(8) each child makes a jack-o-lantern and then shows it to the class

7. Going to the Circus
The circus has come to town. The children show excitement as they go to the circus (running, skipping, and frolicking). They arrive and look up and all around the big circus arena. They look for their seats in the grandstand, climb the steps, and sit down. They go down the grandstand ramp to get popcorn, go back to their seats, and

the show begins. The children show they are enjoying the entertainment. Before leaving the circus, the children visit all the sideshows. Finally they are exhausted and show it as they start for home.

8. The Giant
Once upon a time a giant came wandering out of the woods. It was late at night, when the world was silent and still. The giant went looking for a stool to sit on. He climbed up a steep, rugged hill. All of a sudden the children were heard shouting, "Giant, giant! We're under you!" The children tried to push the giant away. The children were heard to say, "Move, or this is the end of us," but then the giant answered, "Thank you, I like it here," and he stood firm with his arms folded.

9. Dance-A-Story
These are a series of eight dance-a-story records put out by RCA Victor. One side of each record tells a story for the children to act out, the other side provides music for more creative acting. A book which tells the story comes with each record. Titles include Noah's Ark, Balloons, and The Little Duck, among others. This series is excellent for coordination of language arts and physical education.

10. Lumi Sticks
Lumi sticks are approximately 12 inches in length. Each child has two sticks. They should be used first individually, advancing to two partners facing each other about two feet apart and finally advancing to sets of 3 or 4. To develop a sense of rhythm, follow a basic beat of a 4/4 time (use a record such as "Glow Worm"). Begin with a limited amount of actual exchange of sticks. Counts 1-3 may be beats on the floor or in the air or a combination of the two.

(a) Individual Activities
- (1) one two three hit sticks together
- (2) one two three exchange hands
- (3) one two three right hand flip
- (4) one two three left hand flip
- (5) one two three double flip
- (6) one two three ends together
- (7) one two three wrist cross

(b) Dual Activities
- (1) one two three right hand switch
- (2) one two three left hand switch
- (3) one two three right hands together
- (4) one two three left hands together
- (5) one two three both hands together
- (6) one two three square

11. Tinikling (Philippine) for 10 to 13 years old
Tinikling is a Philippine folk dance which represents movements

of a long-legged and long-necked Tinikling bird. The bird prances around two children, who sit on the floor manipulating two long bamboo poles in an attempt to trap the bird's legs.

skills: leaping, jumping

equipment: two poles, approximately 9 feet long and 1¼ inches thick; two blocks of wood 30 inches long by two inches thick and marked in red about two inches from the ends

procedure: two students hold poles, balance on the block, about two feet apart; in rhythm to a cadence, students strike poles together and pull them away as other children, standing parallel to the poles, jump sidewards into space between the blocks, first on right foot, then on left foot.

D. References

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III. Evaluation

A. Expectations of 80% of the students

Level K

1. Walks to accented drum beat.
2. Walks to accented clap beat.
3. Performs two singing games (Farmer in the Dell, Baa, Baa Black Sheep).
4. March using rhythm band instruments.

Level 1

1. Claps 4/4 for 4 measures.
2. Walks 4/4 time for 4 measures.
3. Runs 2/4 time for 4 measures.
4. Combines walk and run by double timing run.
5. Identifies and performs 5 singing games on appropriate level (examples: Looby Loo, London Bridges Falling Down).
6. Performs two folk dances appropriate to grade level.

Level 2

1. Marches beating lumni sticks.
2. Executes slide-together-slide-hop, dance pattern as used in the "Shoemaker's Dance" and "Shoo Fly".
3. Bounces a ball to 4/4 and 3/4 time.
4. Performs marches in columns of 2's, and 4's.
5. Performs 3 folk dances appropriate to grade level.

Level 3

1. Executes step-crossover-step (grapevine step as found in LaHora) and is a lead-up to Virginia Reel.
2. Executes slide step emphasizing first step.
3. Beats lumni sticks in 4/4 time.
4. Performs tinikling steps with poles stationary.
5. Performs 4 folk dances appropriate to grade levels in order for teacher to measure locomotor movements set to music (example: Looby Loo, Paw Paw Patch, Kinder Polkak, The Bleiking).
6. Bounces a ball changing directions and levels in time to music.

Level 4

1. Performs balance step as a lead-up to the dance Spanish Circle (forward
1. together-back together on toes).
2. Moves lummi sticks to 3/4 time.
3. Moves tinikling sticks to 3/4 time.
4. Performs basic tinikling step with poles manipulated by students to 3/4 tempo.
5. Identifies and demonstrates following square dance movements: do-si-do; honor your partner; square up; home; swing partner; circle right and left; promenade; partner change.
6. Performs one basic folk dance such as the Virginia Reel.
7. Jumps long rope 10 times consecutively to rhythm.
8. Bounces ball with partner to rhythm.
9. Performs step-hop (lead-up to Schottische).

Level 5

1. Executes calisthenics to music.
2. Mirrors partner while bouncing ball.
3. Performs Schottische dance.
4. Jumps with individual rope 10 times consecutively to music.
5. Memorizes and performs six different moves with lummi sticks to rhythm.
6. Identifies and demonstrates 3 basic square dances such as Honolulu Baby, Honor Your Partner, Head Ladies Cross Over, Yankee Doodle, etc.
7. Demonstrates Spanish Circle dance or Five Feet Two Mixer, Schottische, Mexican Hat Dance.
8. Performs tinikling with double crossed poles.

Level 6

1. Creates routine by bouncing ball with partner, to own or selected rhythm.
2. Identifies and demonstrates fourth grade square dance movements.
3. Executes an Allemande Left, Grand Right and Left.
4. Performs the square dances Oh Suzanna and Hot Time.
5. Performs folk dance LaHora.
6. Creates and performs own routine, singly or in groups, with lummi sticks, or tinikling poles to own music.
7. Skips, runs, jumps and hops to music while using individual ropes.

GYMNASTICS

Physical Education K-6
Sections B and C
September 3, 1974

	.K	.1	.2	.3	.4	.5	.6
I. Objectives							
The student:							
A. Develops the physical fitness components of strength, agility, balance and flexibility through stunts, tumbling gymnastics, apparatus and self-testing activities.	X	X	X	X	X	X	X
B. Develops skillful use of the body in a range of gymnastic movements.	X	X	X	X	X	X	X
C. Develops a respectful appreciation of one's physical limitations while learning and performing various stunts, and tumbling skills.	X	X	X	X	X	X	X
D. Develops safety consciousness and follows safety rules in relation to proper use of indoor and outdoor apparatus, performance of skills, and spotting techniques.	X	X	X	X	X	X	X
II. Units							
A. Activities (Skills)							
1. Individual							
(a) Elephant walk	X	X	X				
(b) Gorilla walk	X	X	X				
(c) Seal walk		X	X	X	X		
(d) Inch worm		X	X	X	X		
(e) Dog run	X	X	X				
(f) Lame dog run	X	X	X				
(g) Rabbit jump	X	X	X				
(h) Kangaroo hop	X	X	X	X			
(i) Crab walk	X	X	X	X	X	X	X
(j) Frog hop	X	X	X				
(k) Knee walk			X	X	X	X	X
(l) Bear walk	X	X	X				
(m) Wicket walk		X	X	X			
(n) Tight rope walk	X	X	X				
(o) Knee dip				X	X	X	
(p) Human ball		X	X	X			
(q) Log roll	X	X	X				
(r) Egg roll	X	X	X				
(s) Human rocker	X	X	X	X			
(t) Turk stand		X	X	X			
(u) Human arch	X	X	X	X			
(v) Coffee grinder	X	X	X	X	X		
(w) Up swing				X	X	X	X
(x) Heel slap				X	X	X	
(y) Squash		X	X	X	X	X	X
(z) Tip up				X	X	X	X

Physical Education K-6
Sections B and C
September 3, 1974

	.K	.1	.2	.3	.4	.5	.6
(aa) Seal slop						X	X
(bb) Bear dance					X	X	X
(cc) Russian dance					X	X	X
(dd) Jump the stick				X	X	X	X
(ee) Jump over hands						X	X
(ff) Shoulder balance					X	X	X
(gg) Fish flop				X	X	X	X
(hh) Egg sit	X	X	X				
(ii) Single squat				X	X	X	X
(jj) Bells or clicks					X	X	X
(kk) Jump the foot							X
(ll) Nose dive							X
(mm) Elbow dip						X	X
(nn) Through the stick				X	X	X	X
2. Double stunts							
(a) Leap frog		X	X	X	X	X	X
(b) Camel walk					X	X	X
(c) Elephant walk					X	X	X
(d) Twister				X	X	X	X
(e) See saw	X	X	X				
(f) Wring the dishrag		X	X	X			
(g) Row a boat (partner pull-up)		X	X	X			
(h) Wheelbarrow		X	X	X			
(i) Chinese-get-up			X	X			
(j) Rocker		X	X	X			
(k) Scooter			X	X			
(l) Churn the butter				X	X		
(m) Horizontal stand				X	X	X	X
(n) Stand on partner's hip					X	X	X
(o) Triangle				X	X	X	X
(p) Stand on partner's knees					X	X	X
(q) Bouncing ball	X	X	X				
(r) Chest stand						X	X
(s) Hand stand on partner's thighs					X	X	X
(t) Angel balance						X	X
(u) Knee shoulder stand							X
(v) Mercury					X	X	X
(w) Back angel							X
(x) Box balance						X	X
(y) Sitting mount						X	X
(z) Planche - (thigh balance)						X	X
3. Groups							
(a) Monkey roll					X	X	X
(b) Skin the snake				X	X	X	
(c) Merry-go-round					X	X	X
(d) Walking chair			X	X	X		
(e) Centipede			X	X	X		
(f) Helicopter						X	X
(g) Group pyramids					X	X	X
4. Tumbling							
(a) Forward roll							
(1) Squat to sit	X	X					
(2) Squat to squat			X	X	X	X	X
(3) Grasping ankles		X	X	X	X	X	X
(4) Cross legs		X	X	X			

	.K	.1	.2	.3	.4	.5	.6
(5) Stand to stand			X	X	X	X	X
(6) Straddle						X	X
(7) Dive					X	X	X
(8) Dive over obstacles						X	X
(9) Double roll - partner or eskimc					X	X	X
(b) Backward roll							
(1) Roll to shoulder - back to feet		X	X	X			
(2) Backward roll to prone				X	X	X	
(3) Fish flop				X	X	X	X
(4) Sitting position to squat		X	X	X			
(5) Squat to knee		X	X	X	X	X	X
(6) Squat to squat			X	X	X	X	X
(7) Stand to stand				X	X	X	X
(8) Straddle					X	X	X
(9) Pike						X	X
(10) Back extension						X	X
(c) Cartwheel							
(1) Over the puddle		X	X	X			
(2) Bent hip				X	X		
(3) Straight leg					X	X	X
(4) One-hand cartwheel							X
(5) Round off							X
(d) Headstands							
(1) Tripod				X	X	X	
(2) Tripod to tuck					X	X	X
(3) Tripod to Headstand					X	X	X
(4) With partner				X	X	X	X
(5) Straight legs					X	X	X
(6) From kick-up					X	X	X
(7) From prone position						X	X
(e) Handstands							
(1) Mule kick from squat position		X	X	X	X		
(2) Mule kick from handstand position						X	X
(3) With partner					X	X	X
(4) Against wall					X	X	X
(5) No assistances							X
(6) Forearm head stand							
(f) Head springs							
(1) From rolled mat						X	X
(g) Hand springs							
(1) With assistance						X	X
Gymnastic Apparatus							
1. Low beam							
(a) Walk - arms shoulder level							
(1) Forward	X	X					
(2) Backward	X	X					
(3) Sidewards	X	X					
(b) Walk - arms various positions							
(1) Forward			X	X	X		
(2) Backward			X	X	X		
(3) Sidewards			X	X	X		

Physical Education K-6
Sections B and C
September 3, 1974

	.K	.1	.2	.3	.4	.5	.6
(c) Move variations							
(1) Tip toe walk	X	X	X	X	X	X	X
(2) Dip walk				X	X	X	X
(3) Kick stepwalk					X	X	X
(4) Two step						X	X
(5) Step hop					X	X	X
(6) Slide sideways				X	X	X	X
(7) Cat hop						X	X
(d) Turns							
(1) Step turn	X	X	X				
(2) Pivot turn				X	X	X	X
(3) Squat turn					X	X	X
(e) Kneeling							
(1) Both knees			X	X			
(2) One knee				X	X	X	
(3) Knee scale				X	X	X	X
(f) Poses							
(1) Knee scale					X	X	X
(2) Swan scale						X	X
(3) Forward lunge				X	X	X	X
(4) Standing scale					X	X	X
(5) Arabesque'							X
(6) One leg squat						X	X
(7) Ballet pointe'					X	X	X
(8) Body wave						X	X
(9) Back layout-leg lifts							
2. High beam							
(Previous listed low beam skills)					X	X	X
(a) Mounts							
(1) Front support					X	X	X
(2) One knee mount						X	X
(3) Crotch seat mount						X	X
(4) Cross seat Mount						X	X
(b) Dismounts							
(1) Jump off - bent knee landing					X	X	X
(2) Jump off - toe touch					X	X	X
(3) Jump off - straddle						X	X
(4) Knee scale - kick up dismount							X
(5) Jump off - ¼ turn					X	X	X
3. Parallel bars							
(a) Conditioning							
(1) Single knee hang (one bar)		X	X				
(2) Monkey hang		X	X				
(3) Basket hang			X	X	X	X	X
(4) Inverted tuck hang				X	X	X	X
(5) Skin the cat				X	X	X	X
(6) Inverted pike hang					X	X	X
(7) Inverted extended hang					X	X	X
(b) Mounts							
(1) Front pull up to straddle seat					X	X	X
(2) Jump to front support on side bar					X	X	X
(3) Jump to front support on ends						X	X

	.K	.1	.2	.3	.4	.5	.6
(c) Swings							
(1) Front support swing					X	X	X
(2) Front support swing to straddle seat					X	X	X
(3) Front support swing to riding seat					X	X	X
(d) Supports and travels							
(1) Straddle seat travel					X	X	X
(2) Hand walk						X	X
(3) Front support to dip							X
(e) Dismounts							
(1) Front cast off from end of bars					X	X	X
(2) Back cast off from end of bars						X	X
(3) Riding seat to side cast off from one bar							X
(4) Swing to rear dismount						X	X
(5) Swing to front dismount							X
4. Uneven parallel bars							
Horizontal bar activities on tow bar according to grade level	X	X	X	X			
(a) Mounts							
(1) Front support - low bar					X	X	X
(2) Front support to crotch seat					X	X	X
(3) Jump hang (long hang) to high bar						X	X
(4) Rear hip pull over							X
(b) Held positions							
(1) Riding seat					X	X	X
(2) V seat						X	X
(3) One leg squat						X	X
(4) Standing scale						X	X
(5) Swan balance on high bar							X
(c) Mounts to high bar from low bar							
(1) Single leg stem rise							X
(d) Swings and turns							
(1) Long hang - swing to straddle legs over low bar						X	X
(2) Long hang (legs over low bar) ½turn							X
(3) Front hip circle						X	X
(4) Single knee circle							X
(5) Crotch circle							X
(e) Dismounts							
(1) Long hang-drop					X	X	X
(2) Penny drop - low bar						X	X
(3) Rear vault from riding seat						X	X
(4) Cast back from front seat					X	X	X
(5) Cast back from long hang						X	X
5. Vaulting							
(a) Lead up activites							
(1) Climb up and over	X	X					
(2) Climb, squat - jump dismount	X	X	X				
(3) Climb, stand - jump							
(4) Climb, stand - jump ¼, ½turn		X	X				

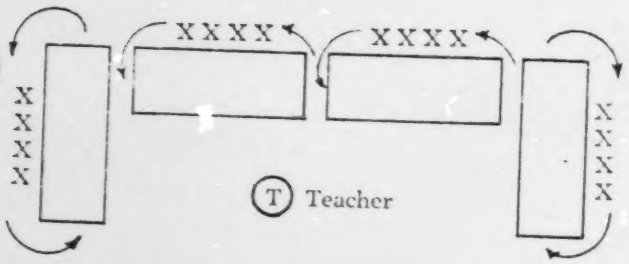
		.K	.1	.2	.3	.4	.5	.6
(5)	Climb, stand - back arch jump			X	X	X		
(6)	Climb, stand - stag jump				X	X		
(7)	Climb, kneel, knee spring (courage dismount)			X	X	X		
(b)	Approaches							
(1)	Jump from floor to vault		X	X	X	X	X	X
(2)	Jump from beat board to mat				X	X	X	X
(3)	Hand placement on vault, pike jump on board				X	X	X	X
(4)	Hurdle to board, pike jump on board				X	X	X	X
(5)	Run, hurdle to board, jump to vault					X	X	X
(c)	Mounts							
(1)	Knee mount			X	X	X	X	X
(2)	Squat mount					X	X	X
(3)	Straddle mount						X	X
(d)	Vaults							
(1)	Scissors kick over					X	X	X
(2)	Front vault					X	X	X
(3)	Flank vault						X	X
(4)	Squat through						X	X
(5)	Straddle over							X
6. Horizontal Bars								
(a)	Conditioning activities							
(1)	Grips (overhand - underhand)	X	X	X	X	X	X	X
(2)	Straight hang with bent knee drop	X	X	X				
(3)	Straight hang swing	X	X	X				
(4)	Run - swing drop		X	X	X			
(5)	Run - swing - ½turn drop			X	X	X		
(6)	Hang - knees bent	X	X	X				
(7)	Front lever - one leg		X	X	X			
(8)	Front lever - two legs				X	X	X	X
(9)	Pull ups - knees bent				X	X	X	X
(b)	Skills							
(1)	Single leg swing up		X	X	X			
(2)	Double leg swing up			X	X	X		
(3)	Monkey hang		X	X	X			
(4)	Skin the cat		X	X	X	X		
(4)	Basket hang		X	X	X			
(5)	Knee hang			X	X	X		
(6)	Knee hang - drop to hands				X	X	X	X
(7)	Penny drop						X	X
(8)	Single knee rise				X	X	X	X
(9)	Front support mount		X	X	X	X	X	X
(10)	Front roll over from front support					X	X	X
(11)	Climb over to sit from front support			X	X	X		
(12)	Cast back - drop to feet			X	X	X		
(13)	Cast back - return to front support					X	X	X
(14)	Single knee circle				X	X	X	X
(15)	Front hip circle				X	X	X	X
(16)	Cast back to back hip circle					X	X	X
(17)	Crotch seat circle					X	X	X

	.K	.1	.2	.3	.4	.5	.6
7. Climbing Rope							
(a) Conditioning skills							
(1) Pull up from supine lying position	X	X	X	X	X	X	X
(2) Lower body to supine lying position			X	X	X	X	X
(3) Pull up from sitting position			X	X	X	X	X
(4) Jump up and hang	X	X	X	X	X	X	X
(5) Chin up on rope			X	X	X	X	X
(6) Jump to tuck hang	X	X	X	X			
(7) Jump to pike hang				X	X	X	X
(8) Monkey hang		X	X	X			
(9) Inverted hang					X	X	X
(b) Single rope skills							
(1) Cross leg lock and climb		X	X	X	X	X	X
(2) Foot and leg lock climb			X	X	X	X	X
(c) Dual rope skills							
(1) Skin the cat		X	X	X	X	X	X
(2) Jump to bent arm pullup			X	X	X	X	X
(3) One leg on each rope climb					X	X	X
(4) Climb and transfer						X	X
(5) Tuck hang			X	X	X	X	X
(6) Pike hang				X	X	X	X
(7) Inverted hang - feet on both ropes						X	X
8. Horizontal Ladder							
(a) Grips - overhand and underhand	X	X	X	X	X	X	X
(1) Reach, hang, drop	X	X					
(2) Hang, swing and drop		X	X	X			
(3) Hang - knees to chest			X	X			
(4) Hang - bicycle pedaling	X	X	X				
(5) Side rail travel, reach - together - reach		X	X	X			
(6) Side rail travel, hand over hand				X	X	X	X
(7) Hand to hand - on rungs		X	X	X			
(8) Hand over hand - on rungs			X	X	X		
(9) Skipping rungs			X	X	X		
(10) Alternate hand travel on both side rails				X	X	X	X
B. Understanding							
1. Importance of conditioning.							
2. Proper procedure for absorbing weight while landing or falling.							
(a) Land on well padded parts of the body							
(b) Body must be relaxed							
(c) No attempt to stop the fall with arms, hands or knees should be made							
3. Name of skills and perform upon command							
4. The importance of strength and flexibility in performing stunts.							
5. Pupil should know that more difficult stunts are usually learned through a series of simple stunts which must be mastered first.							

C. Teaching Suggestions

1. Suggestions for safety
   (a) Dress and personal habits
      (1) Adequate clothing for freedom of performances
      (2) Pockets should be empty of sharp objects
      (3) Watches, jewelry and eyeglasses should be removed
   (b) Organization
      (1) Use mats under or near all equipment
      (2) Ample space for practice
      (3) One pupil on a piece of equipment at one time
      (4) Arrange equipment and mats so flow of traffic does not become a safety factor
   (c) Teaching
      (1) Stunts should be supervised by teachers at all times
      (2) Teach spotting techniques appropriate to skill being taught, and use students in each grouping to spot each other at all times
      (3) Provide time for adequate conditioning before performing on mats or equipment
      (4) Allow students to perform on mats and equipment only when a teacher is present in activity area
      (5) Teach students how to land properly when dismounting any equipment
2. Teaching methods (general)
   (a) Use of skill charts to show progression
   (b) Have as many separate groups as possible performing at one time
   (c) Organize students into groups according to ability level
   (d) Insist on correct performances
   (e) Provide ample opportunity to practice
   (f) Stop stunts before children become too fatigued
   (g) Begin with simple stunts and progress as students acquire confidence in ability to perform adequately.
3. Teaching methods specific for playground equipment
   (a) If there are two or more pieces of equipment on the playground, organize class into two or more groups and assign each group to a piece of equipment
   (b) If there is only one piece of equipment, the apparatus unit should be combined with activities from other units so that children need not wait too long for a turn
   (c) Acquaint the pupils with the equipment
   (d) Do not permit children who are ill or who are recuperating from an illness to perform
   (e) Have a discussion of arm and shoulder strength and how apparatus helps develop strong arms and shoulders
   (f) Select stunts that the children can use on the apparatus during the noon hour, before school, and other free time periods
   (g) Watch for predisposing danger signs such as unusual perspiration
   (h) Periodically check equipment
4. Specific teaching methods for balance beam
   (a) Practice stunts along a straight line on the floor first
   (b) Work at different heights according to grade and ability
   (c) Two spotters, one on each side of the beam
   (d) Teach pupil to jump away from beam if balance is lost

5. Specific methods for climbing ropes
   (a) Have a child hold the bottom of the rope to provide a degree of rope stability
      (1) To prevent rope splinters in their eyes, spotters should not look up at climber
      (2) While descending it is the climber's responsibility to signal the spotter when to move out of the way
   (b) Tennis shoes or soft rubber shoes are to be worn at all times to prevent rope burns on feet
   (c) Have children use the hand - over - hand change of grip in all climbing rope stunts
   (d) Simple stunts are important in the development of good grip and control
   (e) Be aware of individual differences and plan for children physically unable to perform some stunts
6. Specific methods for vaulting
   (a) Have adequate mats for landing
   (b) Maintain a pre-arranged traffic pattern to discourage students from crossing in front of another student starting his performances
   (c) Encourage children to keep head up when vaulting
7. Parallel Bars
   (a) Do not allow children to swing too high
   (b) Have children grasp bar with the proper hand when landing
8. Stunts and Tumbling
   (a) Provide "spotters" for all stunts requiring unusual body movements (forward roll) or held positions (shoulder rest). The spotter may assist the performer in executing the movements or prevent a fall or loss of balance while attempting a stunt
   (b) Provide for individual differences in performance, abilities and motivation
   (c) Demonstrate each skill prior to having each pupil attempt it
   (d) Provide a variety of stunts with each lesson requiring different skills rather than concentrating on one skill for an extended period of time
   (e) All activities used in a pyramid should be drawn from those taught in the regular program
   (f) Pyramids are usually formed to four counts, given verbally, by whistle, clap, or drum
   (g) For movement using the length of the mat, only one pupil should be on the mat
9. Methods for Organization
   (a) Mats
      (1) Divide class into squads or groups with a leader in each.
      (2) Develop routine for placing mats and groups at mats.
      (3) Suggested mat arrangements are shown on the following page.
   (b) Floor activities
      (1) Squads
      (2) Circle formation
      (3) Informal or mass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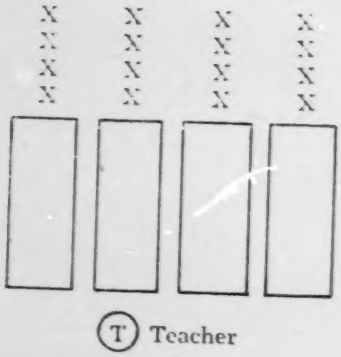
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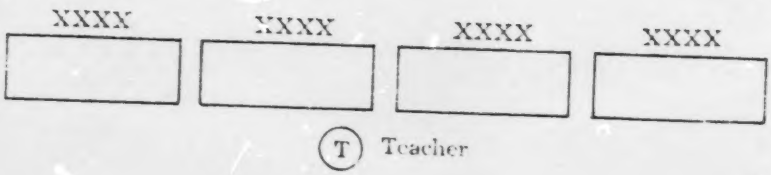
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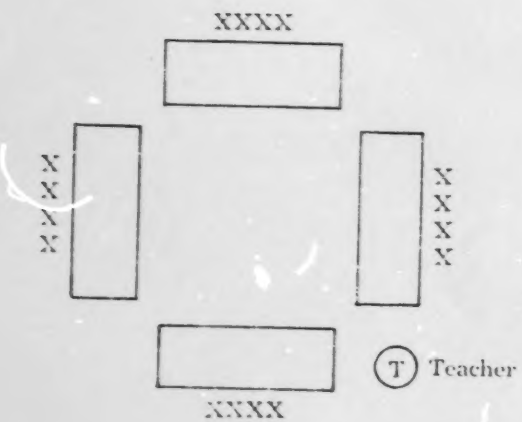
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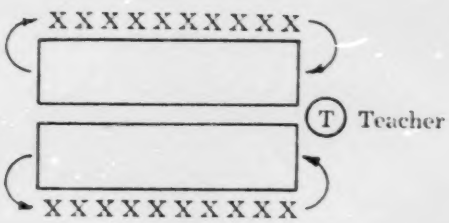
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III. Evaluation

A. Expectations of 80% of the students

Level K

1. Performs upon command varying stunts on the mat: animal walks; simple partner stunts; forward roll squat to seat.
2. Comprehends mat safety: number of persons on mat; direction of movement.
3. Walks forward and backwards on walking board of kindergarten climbing apparatus, placed at second level.
4. Walks forward on 4" width low balance beam.
5. Performs following skills on kindergarten climbing apparatus: climbs up, over and down base ladder; climbs across ladder extension placed on a slant between ladder bases; crawls then walks up walking board placed at a slant on 1 ladder base; slides down walking board; climbs in and out ladder bases; combination - climbs up ladder base, walks on hands and feet across ladder extension, and slides down walking board.
6. Explores climbing and hanging activities, on outdoor climbing apparatus appropriate to height of children.

Level 1

1. Recognizes and demonstrates upon command varying stunts on the mat: animal walks; log roll; egg roll; forward roll-squat position; tripod; bridge-up; wring the dish rag with partner; wheelbarrow with partner; rocking chair with partner.
2. Comprehends mat safety: number of persons on mat; direction of movement.
3. Walks the length of the low balance beam with arms sidewards, shoulder height; forward; backward; sideward.
4. Performs the following skills on the horizontal bar at the height appropriate to child's ability: straight hang, bent knee drop; hands on bar, run under; monkey hang; ankles to bar legs bent; identifies overhand, underhand and mixed grips.
5. Performs the following skills on the parallel bars with spotter: knee hang - single bar; monkey hang - double bar.
6. Performs first grade horizontal bar skills on lower bar of the uneven parallel bars.
7. Participates in progression of tricks on the vaulting box: climb up and over; climb, squat, and jump dismount (bent-knee landing); climb, stand, jump, forward roll on mat.
8. Hangs from horizontal ladder 3 seconds and drops to ground. landing on two feet.
9. Hangs on climbing rope by both arms 2 seconds.
10. Climbs rope from lying position to standing position.

Level 2

1. Recognizes and demonstrates upon command varying first grade stunts on the mat with more emphasis on form of execution and addition of the following: forward roll - squat to stand; back shoulder roll; cartwheel lead up - over the puddle; mule kick (squat position); back rocker; shoulder stand (backward roll, lead-up); heel slap; partner pull up; leap frog over partner.
2. Comprehends mat safety: number of persons on mat; direction of mat on floor.
3. Performs the following skills on the low beam: walk forward ½ of beam, make ½ turn and walk backward remainder of beam; walk forward, backward, and sideward length of beam with eraser on head; walk forward ½ of beam, pick up eraser, and walk remainder of beam; walk forward on beam, step over wand held 12" above center of beam, and walk remainder of beam.
4. Performs the following skills on the horizontal bar at chest height: skin the cat; arm hang with ankles to bar and legs straight; underswing; knee hang; single leg swing up with assistance.
5. Performs skin the cat hang on the parallel bars using both bars.
6. Performs second grade horizontal bar skills on low bar of unevens.
7. Performs the following tricks on the vaulting box: climb-stand-jump-½ turn on landing; log roll; climb-stand-jump-½ turn on landing; swan jump landing; climb-kneel-courage dismount with assistance.
8. Travels 2 rungs of horizontal ladder with hands on inside rungs (hand to hand).
9. Hangs on climbing rope in inverted position with legs grasping rope and hips bent.

Level 3

1. Reviews previous learnings on the mat with improved form.
2. Demonstrates balance with 1 or 2 body parts touching floor: front scale (knee and standing); turk stand (2 feet); V-sit; human arch (bridge).
3. Demonstrates balance with movement: bear dance (alternating feet ext. sideways); coffee grinder (rotating in straight position around hand).
4. Demonstrates strength and agility with partner: twister; chinese sit up; churn the butter (back to back pickup).
5. Performs tumbling skills: forward roll (stand to stand and no hands); back roll (squat to squat); log roll (crossover by two's) ; back straddle roll to squat; cartwheel (¼ turn with bent hips); fish flop - tuck position; headstand (from tripod with assistance).
6. Comprehends mat safety: number of persons on mat; direction of movement;
7. Performs the following skills on the low beam: walk the beam sideward right, weight on balls of feet; walk the beam sideward left, weight on balls of feet; walk forward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam; walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
8. Performs the following skills on the horizontal bar at the height appropriate to child's ability: basket hang; skin the cat and drop to feet; swing from knees with spotter.
9. Performs the following skills on the parallel bars: front arm support mount with assistance; front support to straddle seat (bent legs); basket hang on 2 bars.
10. Performs third grade horizontal bar skills on lower bar of unevens.

11. Performs the following tricks on the vaulting box: scissors kick - (lead up to flank); jump knee mount: jump, side turn to straddle seat on vault; knee tuck dismount; jump into pike position (hands on vaulting box).
12. Travels forward on the horizontal ladder with hands on outside rails sliding one hand forward then the other.
13. Climbs above own height on climing rope.

Level 4

1. Performs the following tumbling skills on the mat: headstand to a roll-out; dive roll (spring and reach); cartwheel bent hips; log roll (monkey roll - figure 8); handstand (against wall); backward roll stand to tuck; standing drop to push up position; double roll with partner; handstand on knees with partner spot on hips; back straddle; fish flop; simple pyramids applying previously learned double stunts.
2. Comprehends mat safety, number of persons on mat, direction of movement.
3. Demonstrates technique of spotting a headstand by standing to side with extended arm; and handstand with one hand on leg and one hand on back.
4. Demonstrates correct partner selection for double stunts requiring agility, equal size, strength, unequal size.
5. Performs following skills on the low beam: walk to middle of beam, balance on one foot, turn around on this foot and walk backward to end of beam; walk to middle of beam left side leading then turn around and walk to end right side leading; knee scale.
6. Performs the following skills on the horizontal bar at the height appropriate to child's ability: front support mount; crotch seat; swing from knees 3 times under own momentum; pedulum swing with straight arm hang.
7. Performs following skills on the parallel bars: knee hang-single bar; monkey hang-double bar; riding seat; straight support swing; straight support swing with cast off.
8. Performs fourth grade horizontal bar skills on lower bar of unevens.
9. Demonstrates following skills on lower bar of unevens: front support mount; front support to crotch seat; knee hang; cast off from straight arm support; inside support mount to swan pose.
10. Jumps to high bar of unevens from ground to straight hang position.
11. Executes the following tricks on the vaulting box: front roll off (lengthwise); courage jump dismount (knees to feet); toe touch dismount (straddle); front (face) vault.
12. Travels forward on the horizontal ladder, alternating hands on inside rungs.
13. Climbs ½ way up one of the climbing ropes.

Level 5

1. Performs the following skills on the mat: dive roll over mat; cartwheel straight arms, legs; handstand with assistance; backroll from a pike to a squat; Swedish fall; elephant walk or camel walk with a partner; previously learned double stunts to count; more complex pyramids involving larger number of students.
2. Performs the following skills on the high beam: single knee mount; knee scale; kick step for 3 counts; combination of kick step, turn and standing scale; V-sit; riding seat mount; straddle jump dismount.
3. Performs the following skills on the horizontal bar with height appropriate to the child's ability: knee hang - drop to hands; thigh mount from single knee hang with spotters; front roll over with spotter; performs simple routine using mount, one or more stunts and dismount.

4. Performs the following skills on the parallel bars: handwalk one fourth length of bars; straddle seat travel with bent legs; a mount, travel, and dismount in progression; riding seat to straddle; riding seat to side cast off dismount.
5. Performs the following skills on the low bar of unevens: horizontal bar skills; crotch seat with one hand on high bar; riding seat balance with one hand on high bar.
6. Performs the following skills on vault: squat mount; pike jump landing; forward roll, lengthwise of vault with spotter.
7. Performs on horizontal ladder traveling down side rail, hand over hand.
8. Performs the inverted tuck hang using two of the climbing ropes.

Level 6

1. Performs the following skills on the mat: headstand for 3 seconds; dive roll with spring and height; front straddle roll to tuck; cartwheel; handstand for 2 seconds with roll out; back roll-from stand to stand; chest stand with partner; mercury balance with partner; squash pyramid with group.
2. Performs the following skills on the high beam after skill has been accomplished on low beam and is applicable to student's performance: squat and stand; turn from forward movement to backward movement; mount to front support; single leg squat; squat turn; face vault dismount; arabesque; ballet point; plie walk or dip steps; two step; cat walk step; body wave.
3. Performs the following skills on the horizontal bar at a height appropriate to the child's ability: front hip circle with spotter; routine using basic objective skills, plus 3 skills of choice.
4. Performs following skills on parallel bars: hand walk both bars ½ distance; left riding seat to support to right riding seat; straddle seat travel with straight legs; front arm support mount; swing to front dismount.
5. Performs sixth grade horizontal bar skills on lower bar of unevens.
6. Performs the following skills on the unevens: swan support on low bar; rear vault from riding seat; one leg squat (1 hand on high bar); V-seat (1 hand on high bar).
7. Participates in progression the following tricks on the vaulting box: straddle mount; back arch jump landing; forward roll lengthwise on vaulting box.
8. Moves forward and backward on inside rungs of horizontal ladder.
9. Performs skin the cat using 2 of the climbing ropes.

PHYSICAL FITNESS

	K	1	2	3	4	5	6
I. Objectives							
The student:							
A. Develops and maintains a proficient level of physical fitness which meets the physiological needs of each child in the following fitness components:							
1. Agility	X	X	X	X	X	X	X
2. Power	X	X	X	X	X	X	X
3. Strength	X	X	X	X	X	X	X
4. Endurance	X	X	X	X	X	X	X
5. Speed	X	X	X	X	X	X	X
6. Flexibility	X	X	X	X	X	X	X
B. Through knowledge of body functions (cardiovascular, neuromuscular, muscles) understands the necessity of maintaining a suitable level of physical fitness.	X	X	X	X	X	X	X
C. Sustains fitness level through adequate diet, rest, and conditioning.	X	X	X	X	X	X	X
D. Achieves to a satisfactory level in the physical fitness tests as established by Virginia State Department of Education.	X	X	X	X	X	X	X

II. Unit

A. Activities (Skills)

Components of physical fitness are adherent in all aspects of physical education, therefore, they cannot be segregated into specific lists.

B. Understandings

1. That physical fitness is encompassed in all areas of physical education.
2. That a suitable level of physical fitness is indicative of one's performance in any skill or activity.

C. Teaching Suggestions

1. The Components of Physical Development
   (a) Agility

   Agility may be described as the ability to change direction or position easily, rapidly, safely, and with control, including control of the trunk, arms, legs, shoulders, and head. It is, accordingly, related directly to the use of various muscle groups and it may be measured by the rapidity of this use.

   In teaching for the attainment of agility it should be remembered that children between the ages of 5 and 7 have greater development of large

muscles and lesser development of small muscles. The disparity in degree of development, however, dwindles as muscle development generally continues until children reach the ages of from 10 to 12. There follows a period of particularly rapid growth and children become awkward in movement.

The following games and activities are suggested specifically as aids in attaining agility.

(1) Whistle Game (5-7 years old)

Supplies:	None
Participants:	Class
Area:	Blacktop
Formation:	Scattered
Skills:	Dodging, running, creativeness, eye-foot coordination
Procedure:	A child chosen as leader selects something (animal, vehicle, vocation, etc.) which the other children may imitate while responding to the leader's arm signal indicating the direction in which they must run, walk, skip, etc. The leader changes directions for the group by arm signals until the whistle is blown, when the children immediately stoop. The teacher then describes the clothing or some distinguishing characteristic of the first child who had stooped and the children chase this child. The first to tag him is then the leader and he may select the next object for the group to imitate.
Teaching Suggestion:	Before starting the game, specify the area that the children must stay in.

(2) Hill Dill (6-8 years old)

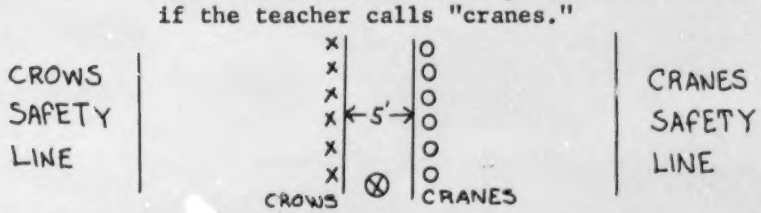
Supplies:	None
Participants:	Class
Area:	Gymnasium, blacktop, or turf
Formation:	Two parallel lines, 50'-70' apart, with a center mark for "it."
Procedure:	One player, appointed to be "it," stands in the center. The others stand in parallel lines, facing one another. The player who is "it" calls out, "Hill Dill! Come over the hill! I'll tag you if I catch you standing still." Players may not run until the word "still" is said. Then, they run across the open space between the lines while the child in the center tries to tag them. Having crossed to the other line, they must stay there and await the next call. Anyone tagged by the player who is "it" must help him in the next round of the game. The last player to be tagged is the winner and "it" for the next game.

(3) Crows and Cranes (6-9 years old)

Supplies:	None
Participants:	Class
Area:	Blacktop, multi-purpose room
Formation:	Two teams, in parallel lines, with a ten foot neutral zone between them (see diagram next page).

Skills: Running, evading

Procedure: One team is designated as the crows, the other as the cranes. The teacher stands at one end of the neutral zone and slowly calls out one of the team designations, prolonging the first part of cr-r-ows or cr-r-anes. This makes the players wait and listen. Using such words as cr-r-azy, or cr-r-ackers, or c-r-ummy will make the game more fun. If these words are used, the players may not move. If the teacher calls "crows," the crows should chase the cranes toward a designated "nest," where they are safe. If any are tagged before they reach the nest, they become crows. The reverse procedure is followed if the teacher calls "cranes."



Variations: Skipping, hopping, or galloping can be called for instead of running or the children may be paired, as partners.

(4) Greek Dodgeball (10-13 years old)

Supplies: Volleyball or 8½" playground ball

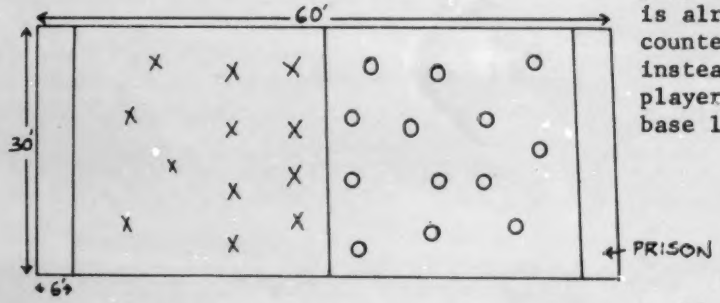
Participants: Class

Area: Black top, gymnasium

Formation: Two teams, equally divided, each team scattered on its own court. Two players from each team stand behind the opposing team's base line. (see diagram below)

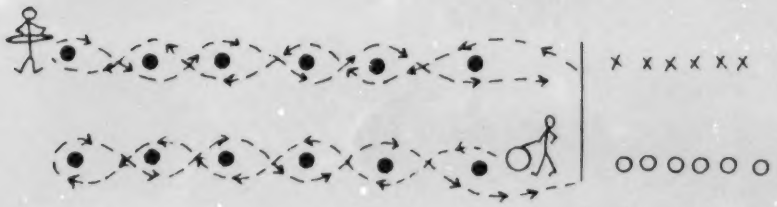
Skills: Running, evading, jumping, stopping, twisting, turning, pivoting, swaying bending.

Procedure: The ball is put into play by one team. The players inside the center area dodge the ball which is thrown at them by their opponents or a player may try to catch the ball on the fly. If a player is fairly hit by the ball, he must move behind the base line of the opponent's court and continue to play from there. A fair hit must be direct (a rebounding ball does not count) and must land below the waist. If a player catches a ball on the fly, the thrower must go behind his opponents' base line. Center players may pick up a ball after a hit or a bounce. If a player catches a ball thrown by an opponent who is already behind the base line, no one is counted out. If a player does not catch but instead is hit by a ball thrown by a base line player, the center player retires to his opponents' base line.

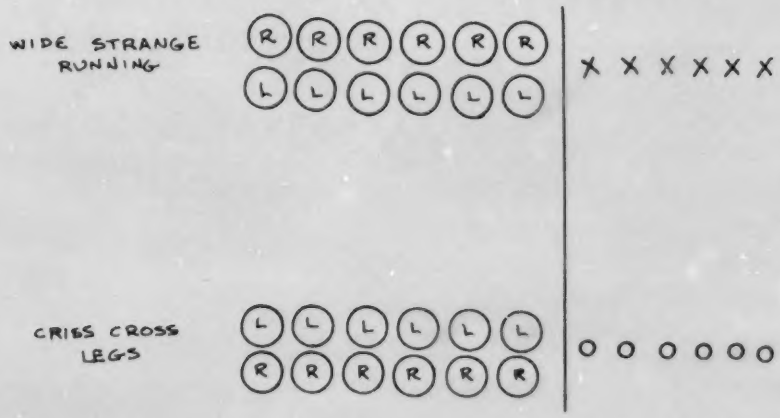


(5) Agility Drills Using Tires (11-13 years old)

Supplies: From 2 to 30 tires (13" or 14" tires)
Participants: Class
Area: Playground or gymnasium
Formation: Lines (see diagram below)
Skills: Running, kicking, lifting, turning, pulling, bending, stopping, rising, pushing
Procedure: Divide class into two or more equal teams. The first child on each team is given a tire. On command "go," these children push the tires, in a soccer-dribbling motion, around each of the markers (tires, cones, etc.). To make the return trip, they step into the tires, lift them up to waist height, and run back with the tire held in that position. They then pass the tires on to the children next in the team lines.



Variation: In a crisscross manner, members of each team run to the opposite side, stepping with the right foot into tires which are in the right side line and with the left foot into tires on the left side line, continuing thus to the ends of the lines (see diagram below). On the return trip the children place their left feet into right tires, cross over with right feet, putting right feet into left tires, and continue crossing legs in a weaving motion to the starting point.



(b) Balance

Balance is the ability to maintain equilibrium of the body. It implies good body control, in either a held position or while moving, in relation to the ground or to apparatus.

In the 5 to 7 age group, sex differences are so slight that boys and girls readily participate in the same activities and exhibit very nearly the same degree of skill. Greater differences in skills according to sex become apparent in the next two years. As the child enters puberty, posture tends to become poor. Girls' pelvic areas change, pushing legs further apart and thus affecting balance, especially in running, and shifting the center of gravity.

The following are suggested activities for the development of balance:

(1) Walk a straight line drawn on blacktop or floor, without deviating from the line (variations: change directions, hop).
(2) Balance beam - walk length of balance beam forward, backward, sideward, adding object manipulation.
(3) Knee dip - raise one foot backward off floor, holding toes with hand on same side. Bend knee of supporting leg until opposite knee touches the floor. Return to starting position.
(4) Pilot's Test - stand with arms held extended to the side, parallel to the floor. With eyes closed, raise one foot forward off the floor with knee straight and see how long the position can be held.
(5) Wall pivot - facing wall, place one foot against wall, 18 inches above floor. Maintaining contact with the floor (wall?), jump over the raised leg by springing from the supporting foot.

(c) Coordination

Coordination is the harmonious function of muscles in an efficient pattern of movement. To effect coordination--an objective which is subject to each child's individual differences and potential--instruction and practice are needed in a variety of movement patterns. In the development of total coordination, specific activities for eye-hand coordination and eye-foot coordination should be stressed.

As stated in the previous section of this manual, children between five and seven are characterized by only slight development of small muscles and, accordingly, many opportunities for object manipulation should be provided for this age group. Older elementary children experience periods of uneven growth, a factor which should be remembered in any program planned for development of coordination for these older children.

There follows a series of suggested activities for the development of coordination:

(1) Eye-hand activities

Bouncing balls of various sizes and weights
- standing still, bounce a ball a number of times with one hand, then with the other, and finally with alternating hands
- moving about freely, bounce the ball with either hand, then with alternating hands, meanwhile moving from slow walk to run

Using bean bags

- stand, holding a bean bag with one hand at arms length in front of the body; let the bean bag drop and try to catch it with the same hand before it reaches the ground
- stand with bean bag on one foot; kick foot upward and catch bean bag with one or both hands as it falls

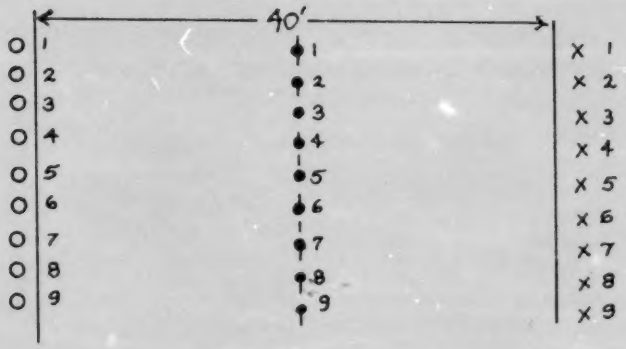
(2) Eye-foot activities

Using rope

- standing at one end of a rope placed in a straight line on the floor and facing the other end of the rope, jump over it, from side to side, progressing along its entire length
- while two students hold rope close to the ground and shake it gently from side to side, a third student jumps over the rope or "snake"
- skip rope in traditional manner, alternating feet in the skipping motion

Playing Pin Ball Soccer (9-13 years old)

Supplies: Soccer ball, Indian clubs, or milk cartons
Participants: Two teams of from eight to ten players each
Area: Playground or gymnasium
Formation: Two parallel lines of players, 40' apart, separated midway by a line of Indian clubs, each Indian club placed about 2' from its neighbors (see chart below).



Skills: Eye-foot coordination, kicking, trapping
Procedure: On alternate kicks of the soccer ball from behind the lines, members of each team try to knock down the Indian clubs; one point is scored for each club knocked down
Evaluation: Check whether ball is kicked on first attempt, kicked straight, and hits the club

(Note: All soccer lead-up games are excellent for eye-foot coordination. See other such team games, listed in index.)

(3) General coordination

Exercise:
Count 1 - simultaneously extend arms straight forward, shoulder height, hop on right foot, and extend left foot forward
Count 2 - simultaneously extend arms to side, shoulder height, hop on right foot, and extend left foot to left side
Count 3 - repeat count 1

Count 4 - simultaneously bring arms to sides, bring foot back to place with a hop

Change entire series to use right foot.

(d) Endurance

Endurance is the ability to sustain muscular exertion over a length of time. It is gradually developed through increasingly longer periods of such exertion. It is not characteristic of the young child, who although very active fatigues easily. Endurance may be developed to a greater extent as the child grows older. (Physical disabilities, such as heart abnormalities, may also become more evident during this period and should be watched for.) As the child moves toward puberty, however, he tends to become less energetic and to need more rest.

The following suggested activities are means for developing endurance during the various physical phases of six to thirteen-year-old children:

(1) Fire, Fire (6-9 years old)

Supplies: None
Participants: Class
Formation: Line
Skills: Running, evading
Procedure: Count off by fours and line up at edge of blacktop. The teacher selects one child to be the "fire." The "fire" then yells, "Fire, fire, one (or two, or three, or four, depending upon which number he selects)!" The players who have the selected number then chase the "fire" and the first one to tag him becomes the new "fire."
Variations: The teacher can call out "All alarm fire!" and all the players can then run after the "fire." The "fire" can be all the girls, all the boys, all those with white tennis shoes, with black hair, or blue shirts, etc. Children can become hook and ladders by linking their arms together and playing the game thus.

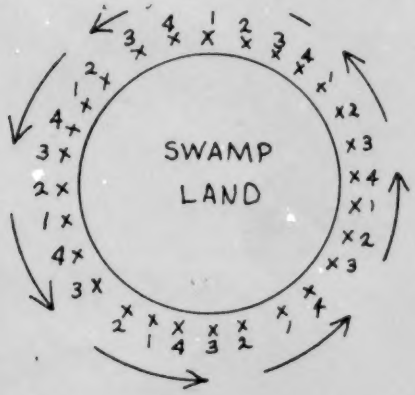
(2) Rescue Relay (7-10 years old)

Supplies: None
Participants: Class
Area: Blacktop, playground
Formation: See chart on next page
Procedure: Players divide into any number of teams the teacher decides upon. One player from each team is designated the rescuer and stands across the playing area (see chart). As the game begins, this player runs back to his team and takes the first team member in line by the hand and runs back again, thus "rescuing" the teammate. The player who has been rescued then repeats, running back to get the next player, and so on until the last player has been rescued. The team whose members are all rescued first, wins the game.
Variations: Instead of running, rescuers and those being rescued can skip, hop, or the rescuer might carry the rescued piggyback, etc.

(Rescue Relay chart):

(3) Circle Chase (6-10 years old)

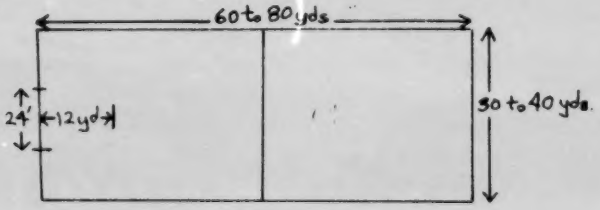
Supplies: None
Participants: Class
Area: Blacktop, playground
Formation: Circle, facing toward the center



Procedure: Players count off by threes or fours. The teacher calls out a number and players with that number run counter-clockwise around the circle, each runner attempting to tag all runners in front of him and to return to his original position without being tagged, himself. All runners tagged must then stay in the center (swamplands) as play continues. Play continues, with each of the numbers being called a number of times, until there is a final player who has avoided being tagged.

(4) Modified Speedball (9-13 years old)

Supplies: One soccer ball, soccer goals 24' x 8'
Participants: Class
Area:



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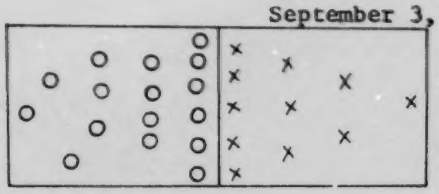
Formation:



Skills: Running, kicking, throwing, stopping (speedball combines the techniques of soccer, football, and basketball)

Procedure: The ball may be advanced by kicking, as in soccer, or by passing, as in football or basketball. Rule departures from the game of soccer are:

- Any player may catch a kicked ball before it hits the ground. The ball may be advanced by passing as in basketball. As soon as the ball touches the ground, however, the play changes to become like soccer. It continues like soccer until another kicked ball is caught in the air, not on a bounce.
- A player who catches the ball is allowed to "travel" only two steps. Upon any infraction of this rule, the other team is given a free kick. A jump ball may be called, as in basketball, when the ball is tied up by two opposing players.
- Fouls follow the same pattern as in soccer. The penalty area in speedball is a line 12 yards out from the goal line.
- One air dribble is allowed in advancing the ball. To make an air dribble, a player throws the ball into the air ahead of himself, runs forward, and catches the ball before it hits the ground. Dribbling the ball, as in basketball, is not permitted.
- For violations involving traveling and illegal handling of the ball, the other team is awarded ball out of bounds for a throw-in.

Scoring: Goal - A ball kicked through the goal, as in soccer, scores 2 points.
Touchdown - A ball passed over the goal line and caught by a teammate scores 1 point.

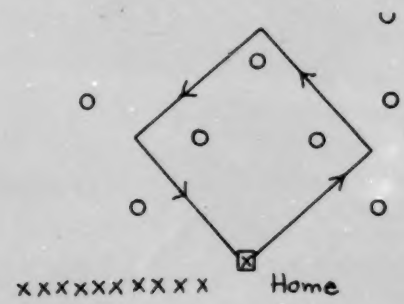
(5) Gun Ball (10-13 years old)

Supplies: Soccer ball, volley ball, 8" playground ball

Participants: Class

Area: Blacktop, playground

Formation:



Skills: Running, dodging, evading, kicking, throwing

Procedure: The first batter stands behind the starting line and socks the volleyball as hard as he can. If a soccer ball is used, he kicks it or punts it. As soon as the ball is struck or kicked, all of the players on the batting team must run to the turning line, turn around, and run back across the starting line. The runners must remain inside the sidelines while running.

The defensive (fielding) team must retrieve the ball and pass it to five different players to become eligible to throw it at the running players of the offensive (batting) team. The fielders are allowed to take only one step with the ball in the process of throwing. Fielders earn an out each time they hit one of the runners of the batting team with the ball. All outs earned are nullified whenever a fielder walks with the ball. Three outs constitute one half-inning and teams then change sides.

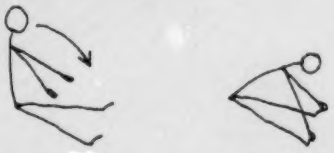
The batting team scores one point each time all players return across the starting line before the third out is earned by the fielding team.

(e) Flexibility

Flexibility is the range of body movement in one area or joint in terms of bending, reaching, twisting, and turning. The degree of flexibility varies from person to person. A high degree enables more efficient performance and can more readily cushion sudden shocks or blows.

The following exercises are suggested for the development of flexibility:

(1) Bobbing



(2) Greet the Toe
Stand on one foot. Grasp the other foot with both hands, bend at the waist, and touch the forehead to the toes. Alternate feet.

(3) Bear Hug
Hands on hips, take a long step diagonally left, keeping the right foot anchored in place. Encircle the left leg, with both arms, at the thigh, squeezing and stretching backwards. Alternate legs.

(4) Through the Stick
Stand holding wand against back of thighs, with hands wide apart and in reverse grasp (palms facing forward). Move wand, over the head, to position in front of thighs, at which point the hands should be palms facing upward, and fingers grasped over the top of the wand (see next page).

Through the Stick

(5) Toes Over Head
Lying flat on the back, place hands, palms down, alongside hips. Raise legs, keeping knees straight, over the head until toes touch the floor in back of head. From this position scissor kick, so that the feet are raised, alternately, off the floor. Repeat kick as vigorously as possible several times.

(f) Power

Power is one of the most important elements in performance in sports and other physical activities. Considerable attention, therefore, should be given to its development. It represents a combination of muscle strength and speed and determines how quickly and to what degree strength can be exerted to perform a specific act.

Teaching youngsters how to move competently in situations demanding an application of force will develop the ability to apply powerful movement when needed. In this connection, the development of large muscles is an important factor. Because of the power needed to engage effectively in certain activities, it is sometimes necessary to go through warm-ups specifically related to the activity in question.

There follow suggested activities for the development of muscle strength and speed and the resultant acquisition of power:

(1) Softball Throw
Staying behind a line during and after throws, each child should have three chances to throw a softball for distance. Emphasis should be placed on form and techniques, including warm-up, running start, opposite feet forward in relation to throwing arm, over arm movement, wrist snap, and follow through.

(2) High Jump
High jump techniques are perfected by effective practice. The height of the bar should offer some challenge but not to the degree that it lessens concentration on techniques. The student should start his approach to each jump on an approximately 20-foot runway (see section on track and field).

(3) Standing Broad Jump
The student stands with knees partially flexed and toes behind the line. Swinging his arms for balance and added power, he jumps from his toes, leaning forward and low as an aid in covering as much ground as possible. Each student is given three trials; if he touches the line ("scratch"), it counts as a trial.

(4) Combination Push-up, Burpee, Mule Kick
The exercise begins with the student standing at attention. The basic exercise is done to a count of four. (Modifications may be used for variety and to work different muscle groups.) At count one, the student drops to a deep knee position, with

hands on ground for balance; at count two, he thrusts legs out backward, supporting his body on his hands; (push-up or mule kick); at three, returns to knee bend position; and at four, again stands at attention.

(5) Individual Activities
Sprint running, relays, etc.
Feet on wall push-up
Isometrics and isotonics
Weight training
Medicine Ball activities
Fireman's Carry

(g) Relaxation

Relaxation--the release of muscle tension--is a motor skill. Children must learn to recognize the difference between a feeling of muscle tension and a feeling of muscle release, or relaxation.

To facilitate relaxation in children, their natural characteristics should be considered. Young children tire easily and need frequent periods of relaxation. They are curious, creative, and imaginative. Ego-centered, they have short attention spans, which increase as they grow older. They respond to music and rhythm and are often boisterous. A change of pace and activity usually relaxes the tension of any one child or a group of children.

To differentiate between contraction and relaxation, children should experiment with the feel of the two as they use their muscles. The following contrasting activities are suggested for this purpose:

Activities for Muscle Contraction	Activities for Relaxation
Stiff as a Tin Soldier	Limp as a Ragdoll
Hard as Steel	Soft as a Fluffy Cloud
Straight as a Baseball Bat	Loose like a Rope
Stiff as a Tulip Stalk	Floppy as a Broken Flower
Stiff as the Arm of a Snowman	Letting go, Like Ice Cream Melting on a Hot Day

As any new skills are introduced, correct position and tension of parts of the body during specific movement should be emphasized.

(h) Speed

Speed is the capability of moving rapidly from place to place. It is also a body movement executed at the fastest rate or in the shortest span of time possible by an individual or individuals.

Speed is built upon a sequence of skill development but depends in large part upon the coordination, endurance, agility, and physical condition of the individual. Attitude and motivation also play an important part in developing speed. One motivation--acompetitive spirit--becomes evident in children by the time they engage in group or team games.

The following activities are suggested for the development of speed:

(1) Run Rabbits, Run (5-7 years old)
Supplies: None
Participants: Class
Formation: Two teams of equal size, one of rabbits and the

other foxes. Each team has a leader. Rabbits stand in next; foxes move about near their leader.

Skills: Running, tagging, evading

Procedures: Leader of the rabbits takes his followers out of the nest to play. They move quietly and cautiously to avoid the old fox. The fox then moves with his team following. The fox yells, "Run, Rabbit, Run!" The rabbits try to reach their nest before the foxes catch them. Those caught must become foxes. The game continues until all the rabbits are caught. The last rabbit caught becomes the new rabbit leader. The old fox selects a new fox.

(2) Blast Off (7-9 years old)

Supplies: None
Participants: Class
Area: Blacktop, playground
Formation: Teams lined up for relay race
Skills: Running, agility
Procedure: On signal, first child in each team line-up runs to a given line, returns, tags second child, who repeats action. Each team continues until the entire line has finished. First team to finish wins.

(3) Base Running (10-12 years old)

Supplies: Stop watch
Participants: Class
Area: Softball diamond
Formation: Line leading up to home plate
Skills: Running
Procedure: Each player, on signal, runs from home plate around the diamong, touching each base, and back to home plate. Time is recorded.

(4) Over and Under Relay (10-12 years old)

Supplies: A ball or a bean bag for each team
Participants: Class
Area: Playground
Formation: Line
Skills: Running, bending, stretching
Procedure: On signal, the leader of each team passes the team's ball over his head to the next in line. The latter passes it between his legs to the third in line. The ball continues, over and under, all the way down the line. The last person in line runs to the front of the line, with the ball, and passes it back of his head. The play continues until everyone is back in his original place. First team back is declared the winner.

(5) Fifty-Yard Dash (9-12 years old)

Run, moving at top possible speed, in a straight line, 50 yards away.

(i) Strength

Strength is a vital part of the physical education program. It is highly important that every individual learn to handle everyday tasks with ease and be able to cope with emergencies when they arise.

The strength of various muscles differs widely from individual to individual. Biceps, for example, may be stronger in some persons than triceps and the abdominals stronger than the muscles of the lower back. The arms and shoulders seem to be the most underdeveloped body areas of the average American. Greater emphasis should be placed on developing these muscles.

Children of from 10 to 12 years of age, whose bones ordinarily have hardened to some extent, become very much interested in muscle strength. Their development in this respect affects their individual self-concepts and they exhibit great competitiveness in reaching goals and in thus acquiring status wi[illegible] their peers. They are particularly interested in weight lifting, isometric exercises, and tension strings.

The following exercises are suggested as aids in developing muscle strength in the elementary school child:

(1) Burpee, or Squat Thrust
Burpee, or Squat Thrust is done to a six-count cadence. To begin, stand at attention and -
- squat, with hands on floor in front of body
- kick both feet backward until legs are fully extended
- flex elbows, touch chest to floor
- straighten arms
- return to squat position
- stand at attention

(2) Inch Worm
To begin, stand tall and then bend forward, placing hands on floor with weight on hands and feet. Walk forward on hands as far as possible, keeping knees straight. Walk on hands back to feet. Return to standing position. Repeat several times.

(3) Upper Body Stretch
Supplies: Horizontal bar
Procedure: Grasp bar firmly, bend knees slowly, and let head hang forward. Lift feet slowly from floor and hold this position for a second or two. Return to standing position, arms down at sides. Breathe deeply, relax a moment, and repeat once more.

(4) Leg-hip Stretch
Supplies: Chest-high horizontal bar
Procedure: Grasp horizontal bar with palms out, elbows bent forward. Slowly lift one leg straight out in front as high as possible, keeping toes pointed. Return slowly and lower feet to floor. Repeat eight or ten times with each leg. Relax, breathe deeply, and continue.

(5) Waist-hip Stretch
Supplies: Horizontal bar
Procedure: In a standing position, grasp bar with palms and elbows bent. Lift both feet off the floor and allow arms to stretch full length. Stretch legs as high as possible, with knees straight. Return legs slowly to floor. Stand, relax with arms at side and repeat two times. In standing position, breathe deeply, relax, then continue.

2. Conditioning Activities

Conditioning is a major emphasis of many of the activities included in the physical education program. Conditioning can be accomplished through many games. Activities and gymnastics can be specifically stressed and be the main goal or objective in developmental activities.

Activities such as combatives, parachute, track and field, rope climbing, isometrics, isotonics, calisthenics, continuous exercises, and circuit training which stress conditioning specifically should be used continuously during the yearly physical education program to develop physically fit children.

(a) Combatives

Combative activities include contests between individuals or between groups based primarily on strength. Some include maneuvers and considerations involving strategy. Basically these contests of strength are within the limitations of the defined body positions for the specific activity involved.

In many activities, all-out performance is demanded and in some is continued over a period of struggle.

(1) Conducting Activities

- Define what constitutes a win or loss.
- Designate number of trials.
- Pair contestants of equal height and weight.
- Try to rotate opponents of equal stature.
- Provide equal start giving no advantage.
- Explain safety factors.
- Sportsmanship should be stressed.
- Use a whistle to start and finish contest.
- Provide strict supervision.

(2) Suggested Activities (for ages 10-13)

Hand Wrestle - Contestants place right foot against right foot and grasp right hands in a handshake grip. The left foot is firmly implanted to the rear for support. At signal each contestant tries to upset the other by strictly hand and arm pressure to make him move either foot. Contestants may use left hand, as a variation.

Rooster Fight - Contestants bend knee back and clasp right hand to right ankle. Left hand is moved behind back to grasp right arm. At signal, players try to bump one another causing loss of balance or right foot to come in contact with floor. Player who maintains balance is winner.

Indian Leg Wrestle - Two opponents lie on their backs on a mat with heads opposite each other, belt line to belt line, and near arm locked at the elbows. Three counts are given. On each count each player lifts leg nearest the opponent to a vertical position. On third count, keep leg stiff, hook opponent's leg near foot with his heel and attempt to roll him over backwards.

Arm Wrestle - Lying on the floor or sitting at a table facing each other, right hands are clasped with elbows held against each other. The object is to force the other's arm down while keeping elbows together.

Backward Tug-of-War - Opponents are back to back. They bend over forward spreading legs 1½ feet apart and reach through their own legs and grasp partner's hands or wrists firmly.

In this position, at the signal, each attempts to walk forward pulling his opponent with him. A line may be used to divide players and determine winner.

(b) Isometric and Isotonic Exercises

(1) Isometric Exercises

These are exercises which produce muscle contraction while applying force against an immovable object, or static contraction. Isometric exercising produces strength and muscle definition but does not build up endurance or an increase in cardio-vascular strength. The muscles undergo maximum contraction for 6 to 10 seconds. Isometrics may be done with no equipment by using one set of muscles to oppose the other, or by pulling or pushing against a fixed bar, wall, rope, or floor. Exercises may also be done with a partner. Exercises are used for spot conditioning; i.e., forearm, upper arm, back, chest, thighs, abdominals, neck, legs, and general body.

Arms - With the left palm up and the right palm down, clasp the hands in front of the body, chest high. Press down with the right hand, resisting with the left. Reverse.

Back, Arms, Thighs - Sitting as erect as possible, place both hands under the thighs close to the knees. Pull up with the hands.

Abdominals - Hook the feet under a mat or have a partner hold the feet of the participant. With the hands clasped behind the neck, knees bent, come up to a half-way position of the sit-up. Hold for 30 seconds. In this position try to keep the back straight and the abdominal wall flat.

Arms-Shoulders - May use two partners or two stationary objects approximately three feet apart. Child stands between doorway and places palms flat, shoulder high against each side. Pressure is applied with a sideway pushing motion for 6 to 10 seconds.

Legs-Thighs - Child lies on stomach and flexes one leg, partner puts his hands on exerciser's ankle while kneeling behind. Child tries to straighten leg against pressure.

(2) Isotonic Exercises

Isotonic exercises are ones in which a person applies force to or against a movable object which produces a range of movement and through repetitions increases heart and breathing capacity. The most classical form is weightlifting - lifting objects of known weights, a set number of times. However, it might take the form of a push-up, sit-up, or the like. Just about all calisthenics done are isotonic. The difficulty can be regulated by increasing the weight to be moved through the range of movement and the speed of the range of movement. Isotonic exercises build up endurance through progressive training as well as muscle size and definition. Weight control and muscle tone are other attributes.

- Push-up regular; push-up with partner on back
- Pull-up regular; pull-up with weight belt
- Swinging a lead bat
- Sit-ups with increase repetition
- Tug-of-War - Group tug-of-war develops arm, back, and leg muscles as well as team cooperation. A two-inch diameter manila rope giving approximately one and a half foot length for each participant with a three-foot separation between each team. The two teams face each other across a line.

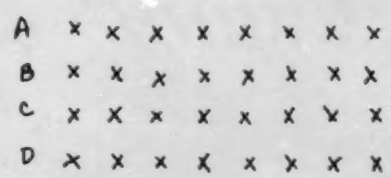
The object is to pull any opponent across a line which is equidistant from both teams at the start. When an opponent is pulled across the line, he waits in back of the opponent's team until time is called. The team capturing the most players wins. Emphasis should be placed on team effort as well as individual effort. This conditioning drill may also be inserted into the combative activities for conditioning; however, the benefits of this drill are obvious when used separately.

(c) Continuous Exercise

Continuous exercise can be used as a conditioning program as well as for demonstrations. Simply, it is a series of exercises done to a beat (music, drum, clap) with intervals of jogging, and returning to different formations to continue the exercises. The entire series is one continuous movement with every student in step.

One routine will be given here but each class can create its own under the guidance of the teacher.

Formation: 4 straight lines - A, B, C, and D



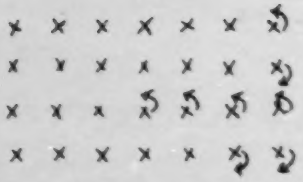
Exercises: In this formation, the routine begins with:

10 Jumping Jacks:
Count 1 - Simultaneously extend arms over head and jump feet apart.
Count 2 - Return

10 Straight Arm Jumping Jacks:
Count 1 - Arms straight at side, jump feet apart.
Count 2 - Return (arms stay at side)

10 Clap Under Jumping Jacks:
Count 1 - Jump on right foot, swing left leg forward and up, clap underneath.
Count 2 - Jump on left foot, swing right leg forward and up, clap underneath.

At this point, line A turns to the right, line B turns to the left, line C turns to the right and line D to the left.



The leader of line A leads his line jogging down one side of the gym or playground with line C falling in behind. The leader of line B leads his line jogging down the area with line D falling in.

As they jog down the center, the leaders then separate and form an "X". In this "X" formation, the routine continues with:

10 Arm Circles - palms up (30 times each way)

10 Belly Slaps:
Count 1 - Feet together, slap stomach with hands.
Count 2 - Bend at waist, legs straight, knees slightly relaxed, touch toes with fingers.

Count 3 - Straighten body, slap stomach lightly with hands.

Count 4 - Arms bent, wrist in front of shoulders, elbows shoulder height, swing elbows behind as if to touch in back.

10 Windmills (described calisthenics)

The leaders A and B then lead their lines around the room again with "C" following "A" and "D" following "B" into a circle formation. In this circle formation, the routine continues with:

10 Squat Thrust (described in Calisthenics)

On the tenth squat thrust, the student stops on the count of 2 (in a push-up position) and goes into:

10 Push-ups (described in calisthenics)
10 Sit-ups (described in calisthenics)

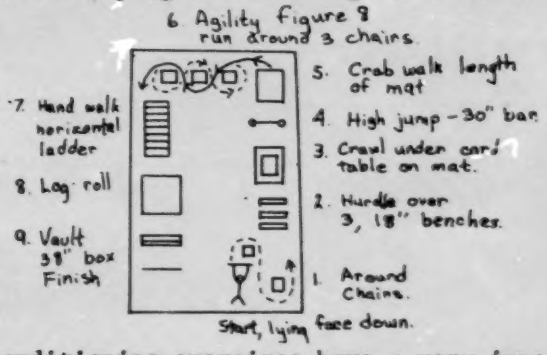
Leaders A and B then lead their lines to the sides, down and back to the original four lines.

In the original formation again, the routine ends with:

8 Count Jumping Jacks (described in calisthenics)

(d) Obstacle Course

Obstacle course can be divided roughly into two types: outdoor (generally permanent) and the indoor (portable). The course should be designed to include exercise for all parts of the body through a variety of activities. Running, vaulting, agility, climbing, hanging, crawling, and other activities will assure good fitness development particularly when timing or speed is included as a factor. Records can be kept showing the status of each individual's progress with regard to himself and others.


6 Agility figure 8 run around 3 chairs
5. Crab walk length of mat
4. High jump - 30" bar
3. Crawl under card table on mat.
2. Hurdle over 3, 18" benches.
1. Around Chairs.
7. Hand walk horizontal ladder
8. Log roll
9. Vault 39" box Finish
Start, lying face down.

(e) Calisthenics

Warm-ups or conditioning exercises have a very important role in a physical development program. Exercises also serve as a pre-conditioning for more strenuous activities, and in the development of certain parts of the body.

Because most elementary school students are below the acceptable level of physical fitness, it is recommended that the first 5-8 minutes of each physical education class be devoted to vigorous warmup exercises.

(1) Cautions:
- Each student should maintain good postural alignment - toes pointed straight ahead, abdominal muscles tense and flat, chest up, head and shoulders in good position.
- Exercises requiring a straight leg position tend to force the knee back in a hyper-extended position which contributes to posture faults. These exercises are excellent for stretch-in the leg muscles and developing flexibility but the knee joint should be SLIGHTLY relaxed.
- Repeated deep knee bending exercises can cause injury to the knee joint. An occasional activity calling for a deep knee bend causes little harm.
- In situps the abdominal muscles are strengthened more when the knees are bent.

(2) Exercises:
- 8 Count Jumping Jacks:
  Starting position: Feet together, arms at side

  Count 1 - Simultaneously extend straight arms over head and jump feet apart.
  Count 2 - Simultaneously bring arms down to side and jump feet together.
  Count 3 - Keeping arms at side, jump feet apart.
  Count 4 - Jump feet together, arms at side.
  Count 5 - Jumping on right foot, swing left leg forward and up, clap underneath.
  Count 6 - Jump feet together, arms at sides
  Count 7 - Jumping on left foot, swing right leg forward and up, clap underneath.
  Count 8 - Jump feet together, arms at sides.
- Windmill:
  Starting position: Feet shoulder width apart, arms extended straight, shoulder height
  Count 1 - Bring right arm up by right ear, bend to left and touch toes.
  Count 2 - Return to starting position.
  Count 3 - Bring left arm up by left ear, bend to right and touch toes.
  Count 4 - Return to starting position.
- Squat Thrust:
  Starting position: Attention - feet together, arms at sides
  Count 1 - Bending slightly at the knees and sharply at the hips, place hands on ground in front of feet in a squat position with the knees inside the elbows.
  Count 2 - Thrust feet and legs backward to a front leaning rest position with body straight from shoulders to feet, weight supported on handsand toes. (Body should be in a pushup position.)
  Count 3 - Return to squat position.
  Count 4 - Return to standing position.
- Sit-ups:
  Starting position: Lying down, knees bent with feet close to body, fingers interlocked behind neck
  Count 1 - Raise head and shoulders till elbows touch knees.
  Count 2 - Return to starting position.

- Push-ups:
  Starting position: Front leaning rest, body straight from head to heels
  Count 1 - Bend elbows and touch chin to ground, keeping body straight.
  Count 2 - Straighten elbows, raising body in straight line.

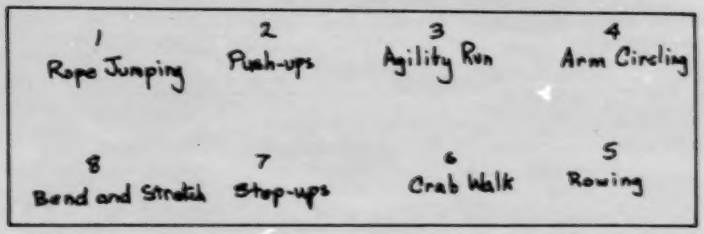
(f) Circuit Training

Circuit training is a teaching technique which effectively utilizes time, equipment, and facilities in conditioning programs. The circuit consists of a series of exercises or a specific workout at numbered stations either indoors or outdoors. A circuit can be devised without equipment or can utilize gymnasium or playground apparatus. All-round development, muscular strength and endurance, and circulatory endurance can be insured through a balanced course. The circuit's degree of difficulty can be increased or decreased to fit the needs of individuals or groups. In contrast to routine formal exercises, circuit training provides an interesting and exciting challenge for an individual to develop at his own speed.

(1) Preliminary: Teach various exercises or activities such as jumping jacks, windmills, situps, squat thrust, etc., stressing correct form.

(2) Suggestions:

- Establish a "target time" for the entire class. This is the time it takes the class to complete the entire circuit. Each week this time can be reduced as strength and endurance are developed. (30-60 seconds/circuit.)
- If the playground is adequate, plan an <u>interesting</u> circuit that travels over the entire area. On more limited playgrounds the stations can be just back and forth across the field, perhaps from one goal line to the other and back again.
- Use individual pieces of apparatus or the apparatus area as a station.
- <u>Increase</u> the amount of brisk walking, running, jogging, and sprinting. Require a lap of the field between each station instead of merely moving to the next station.
- Emphasize the principles of continuous motion; never stop moving from the time the first exercise is started.



Circuit training is an excellent method for ensuring an all-round body development, and not a program in itself. It should be used in conjunction with skill instruction and other activities in a well-balanced program of physical education. The contribution it can make to physical fitness is potentially so great that it could well be used twice each week.

(g) Track and Field

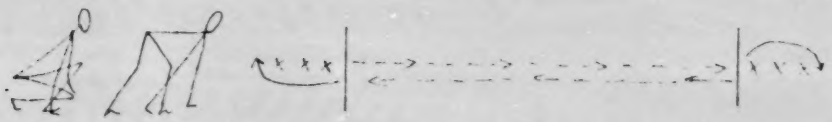
(1) Fifty-Yard Dash (8-13 year-olds)
Supplies: Stopwatch
Participants: Individual

Area: Playground and blacktop
Formation: Line
Procedure: On the command, "Take your mark," the person running the dash will place both hands behind the starting line and one knee on the ground.

On the command, "Get set," the runner raises the hips so that the back is parallel to the ground. On the command "Go," the runner will run as fast as he can forward across the finish line.

The position of the head and fixation of eyes are on the finish lines. Good high knee action is paramount to good sprinting and subsequent lengthening of the stride.

Time in seconds from the signal "Go" until the runner crosses the finish line.
Variations: Shuttle Run Relay



First person in line runs and tags first person in other line who runs back and tags the next person in line, etc.

(2) Hop, Step, Jump (11-13 year-olds)
Supplies: Jumping pit, tape measure, toe marker
Participants: Individual activity
Area: Runway and jumping pit
Formation: Line
Procedure: The participant will take a good running start beginning about 20 yards from the takeoff board. It is important to get speed for maximum distance in Hop, Step, Jump.

The runner, when he reaches the takeoff board, plants his right foot on the board as close to the front edge as possible without allowing the toes to go beyond the edge. Spring vigorously off the right foot getting as much height and distance to the jump as possible. The arms should be slightly forward and swung upward. Bring the left leg in a half tuck position and slightly forward. Land on the right foot, stepping off the right foot landing on the left. A long stride should be taken to get the maximum distance. Spring off the left foot swinging the right leg forcefully forward and upward carrying the body up and forward. The arms should be thrown forward and upward vigorously. Both feet land simultaneously allowing the body to continue in a forward direction. Distance is measured from the front of the takeoff board to the closest place

where the body touches. This is usually a mark made by one of the heels, but could be an arm or part of the body if the jumper landed poorly and feel backwards toward the takeoff board.

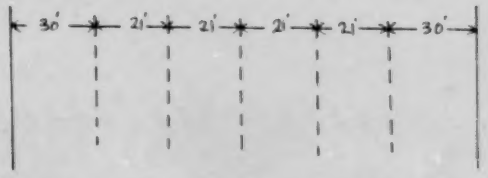
(3) Hurdles (10-13 year-olds)

Supplies: 5 hurdles, 2' high for each racing lane. It would be most desirable to have enough hurdles to provide for 6 racing lanes.

Participants: Individual

Area: Playground

Formations:



Procedure: Using three "command" actions for starts and run as fast as possible over the hurdles in their respective lane.

It is good to <u>precede</u> this activity with flexibility and stretching drills.

(4) Scissors Style High Jump (9-13 year-olds)

Supplies: Pit, high jump standards

Participants: Individual

Area: Playground

Formation: Line

Procedure: The high jump bar is approached from a slight angle. The takeoff is by the outside leg (the one farthest from the bar). The near leg is lifted and goes over first, followed quickly by the rear leg in a looping movement. There should be a good upward thrust of the arm. The knees should be straightened at the highest point of the jump. The landing is made on the lead foot followed by the rear foot.

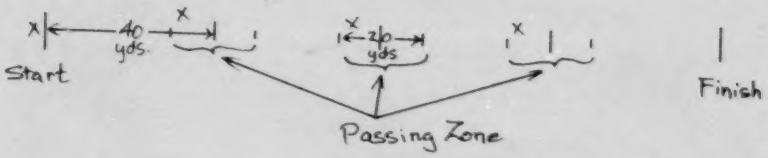
(5) Spring Medley (10-13 year-olds)

Supplies: Stopwatch

Participants: Teams of 4

Area: Playground

Formation:



Procedures: Several teams of 4 runners. The number 1 member of each team will stand at the starting line. A sprinter's start should be used by the number 1 runner. On the signal "Go" the number 1 runners will run as fast as possible with the baton in the left hand for the first 40 yards. As the number 1 runners approach the number 2 members of his team, the number 2 runner will begin

moving forward with his right hand outstretched to the rear in order to receive the baton.

If a baton is dropped, the runner must stop, retrieve the baton and continue the race.

Record: The time, in minutes and/or seconds, which elapses between the start of the first man until the number 4 man of each team reaches the finish line.

(6) Straddle Roll (10-13 year-olds)

Supplies:	Pit, high jump standards
Participants:	Individual
Area:	Playground
Formation:	Line
Procedure:	The jumper takes off by a spring from the foot closest to the bar, kicking the opposite leg up and over the bar first, the takeoff leg quickly following. As the spring into the air is made, the arms are thrust forcefully upwards to provide a lift and the body is turned by pivoting on the toe of the takeoff leg quickly following. As the spring into the air is made the arms are thrust forcefully upwards to provide a lift and the body is turned by pivoting on the toe of the takeoff foot so that in crossing the bar the body as it clears the bar is known as a "layout."

3. Physical Fitness Testing

Physical fitness testing is an integral part of the elementary physical education program. It provides one means for evaluating progress of students. It should not be used, however, as the sole source of evaluation or the major determining factor for grading.

Testing can be fun. Every effort should be made to encourage students to do their very best in all items. Make it challenging and at the same time a meaningful educational experience.

Pull-ups (boys)	Standing Broad Jump
Flexed arm hang (girls)	Fifty Yard Dash
Sit-ups	600 yd. Run-Walk
Shuttle Run	Softball Throw

Helpful Hints for Administering Physical Fitness Tests

Boys Pull-ups

(a) Palms away from body
(b) Chin must go over bar
(c) Feet and legs must not move in any kick motion
(d) Body must not swing

Girls Flexed Arm Hang

(a) Palms away from body
(b) If bar is too high for the girl, allow her to step up on a chair or allow two girls to assist her.
(c) Stand in front of participant and carry on a conversation. This takes her mind off the pain.
(d) Record the score in seconds.
(e) Two can be tested at one time.

Sit-ups
(a) Stay in pairs. The holder keeps track of the number done.
(b) Fingers must be interlaced behind the neck at all times.
(c) A complete return means the shoulder blades and elbows are touching the mat or ground.
(d) Do not test on a bare floor.
(e) Half of a class can be tested at one time.
(f) Do not allow girls to go beyond 50 or boys go beyond 100.

Shuttle Run
(a) Run on blacktop or floor, not grass.
(b) 30' distance between shuttle lines.
(c) The student only places the first block behind the line. He runs across the finish line with the second block in his hand.
(d) Have the runner return the blocks or have a staggered start.
(e) Allow two attempts registering the best of the two.
(f) Keep the blocks in a horizontal position at all times.
(g) Stress the fact that "the shortest distance between two points is a straight line."
(h) Two can be tested at one time.

Standing Broad Jump
(a) Allow three trials recording the best of the three.
(b) Two can be tested at one time.
(c) Record the score in feet and inches.
(d) Count scratches as one of the three trials.
(e) Measure from the front of the take-off stripe to the part of the body which lands closest to the point of take-off.
(f) Testing can be done on the blacktop.
(g) Stress the importance of swinging the arms and bending the knees.

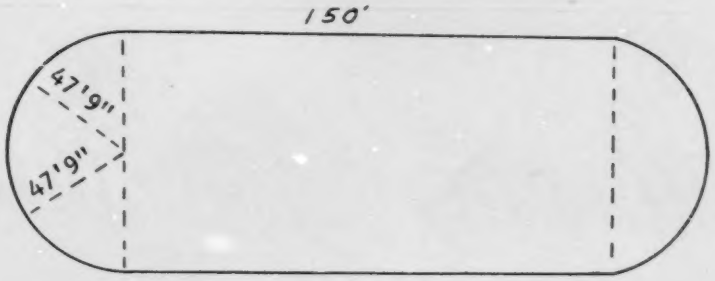
50 Yard Dash
(a) Always run two at a time. This gives the students more of a challenge and improves their time.
(b) Encourage the students to run past the finish line. They invariably slow down when they think they are nearing the end.
(c) Give energy advantage to the students.
(d) Although the test manual calls for one attempt only, recommend two attempts, recording the better of the two.

Softball Throw
(a) Allow three trials recording the best of the three.
(b) Record the score to the nearest foot.
(c) Only an overhand throw is allowed.
(d) Scratches count as a trial.

600 Yard Run-Walk
(a) Always inform the students that they are allowed to walk if necessary but encourage them to run.
(b) Record the score in minutes and seconds.
(c) Half a class can be tested at a time.
(d) Pair students off so that partners can be used to keep time.
(e) Do not allow students to lie down after running.

(f) There are several ways to set up the 600 yard course. The ideal is to have a 200 yard oval. The next best is to use a rectangular area 200-300 yards in circumference. A 50-yard square is also useable. A shuttle type setup is not appropriate for this type of test.

To compute a 200 yard oval, the following diagram may be helpful.



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Schurr, Evelyn L., Movement Experience for Children, New York, Appleton-Century-Crofts, 1967.

Fitness Test Manual 1965, President's Council on Physical Fitness, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

O'Quinn, Garland, Jr., Gymnastics for Elementary School Children, Dubuque, Iowa, William C. Brown Company Publishers, 1967.

Dauer, Victor P., Fitness for Elementary School Children, Minneapolis, Minnesota, Burgess Publishing Company, 1965.

III. Evaluation

A. Expectations of 80% of the students:

Level K

1. Performs standing broad jump by jumping 2 feet.
2. Performs 5 curl-ups.
3. Runs 20 yard dash in 6 seconds.
4. Throws a softball 5 feet, 1 out of 3 times.
5. Performs straight arm hang for 20 seconds.

Level 1

1. Performs standing broad jump by jumping 2'5".
2. Performs 10 curl-ups (bent knee sit-up) in 30 seconds.
3. Runs 30 yard dash in 6.5 seconds.
4. Completes 20' shuttle run in 11 seconds.
5. Throws a softball 15 feet, 1 out of 3 times.
6. Performs 12 knee push ups in 30 seconds with hands turned in.
7. Performs hanson shoulder test 6 times (push-up position, feet against wall, move hands to right then cross left over right, reverse direction).
8. Completes 200 yard walk run in 70 seconds.

9. Performs straight arm hang for 30 seconds.
10. Performs treadmill (hands on floor) 10 times in 20 seconds.

Level 2

1. Performs standing broad jump by jumping 3'8".
2. Performs 17 cul-ups (bent knee sit-up) in 30 seconds.
3. Runs 30 yard dash in 7.0 seconds.
4. Completes 20' shuttle run in 10 seconds.
5. Throws softball 25', 1 out of 3 times.
6. Performs 16 knee push-ups in 30 seconds with hands turned in.
7. Performs hanson shoulder test 8 times (push-up position, feet against wall, move hands to right then cross left over right, reverse directions).
8. Completes 200 yard walk-run in 60 seconds.
9. Performs treadmill (hands on floor) 30 times in 30 seconds.
10. Performs straight arm hang for 40 seconds.

Level 3

1. Performs the standing broad jump by jumping 3'7".
2. Performs 15 sit-ups in 30 seconds with arms extended to an ankle touch.
3. Runs the 50 yard dash in 10.2 seconds.
4. Completes the 30' shuttle run in 10.5 seconds.
5. Throws a softball 40', 1 out of 3 times.
6. Performs 10 knee push-ups in 30 seconds with hands turned in.
7. Performs hanson shoulder test 7 times (push-up position, feet against wall, move hands to right, then cross left over right, reverse direction).
8. Completes 400 yard run-walk in 2 minutes 30 seconds.
9. Performs flexed arm hang for 3 seconds.
10. Performs 1 pull-up.

Level 4

Girls

1. Performs flexed-arm hang for 9 seconds.
2. Performs 30 sit-ups.
3. Completes 30' shuttle run in 12.0 seconds.
4. Performs standing broad jump by jumping 4'6".
5. Runs 50 yard dash in 8.6 seconds.
6. Throws softball 48'.
7. Completes 600 yard walk-run in 2 minutes 50 seconds.

Boys

8. Performs 2 pull-ups.
9. Performs 37 sit-ups.
10. Completes 30' shuttle run in 11.4 seconds.
11. Performs standing broad jump by jumping 5'.
12. Runs 50 yard dash in 8.3 seconds.
13. Throws softball 93'.
14. Completes 600 yard run-walk in 2 minutes 36 seconds.

Level 5

Girls

1. Performs flexed arm hang for 7 seconds.
2. Performs 31 sit-ups.
3. Completes the 30' shuttle run in 11.9 seconds.
4. Performs standing broad jump by jumping 4'7".
5. Runs 50 yard dash in 8.5 seconds.
6. Throws softball 50'.
7. Performs 600 yard walk-run in 2 minutes 48 seconds.

Boys

8. Performs 2 pull-ups.

9. Performs 41 sit-ups.
10. Completes the 30' shuttle run in 11.2 seconds.
11. Performs standing broad jump by jumping 5'0".
12. Runs 50 yard dash in 8.2 seconds.
13. Throws softball 96'.
14. Completes 600 yard walk-run in 2 minutes 33 seconds.

Level 6

Girls

1. Performs flexed-arm hang for 8 seconds.
2. Performs 30 sit-ups.
3. Completes shuttle run in 11.7 seconds.
4. Performs standing broad jump by jumping 4'10".
5. Runs 50 yard dash in 8.4 seconds.
6. Throws softball 59'.
7. Completes 600 yard walk-run in 2 minutes 27 seconds.

Boys

8. Performs 2 pull-ups.
9. Performs 46 sit-ups.
10. Completes shuttle run in 11.1 seconds.
11. Performs standing broad jump by jumping 5'2".
12. Runs 50 yard dash in 8.0 seconds.
13. Throws softball 111'.
14. Completes 600 yard walk-run in 2 minutes 27 seconds.

TEACHING STRATEGIES K-12

The instructional plan is most effective when a variety of teaching methods or strategies are utilized. The goal of each teaching strategy is to provide maximal success for the learner toward achieving well defined goals through an individualized approach. Described in this section are the following teaching strategies:

Behavioral Modification

Contract Teaching

Culminating Experiences

Diagnostic-Prescriptive Teaching

Enrichment Experiences

Flexible Scheduling

Gradual Loosening

Learning Centers

Learning Packets

Multi-Media Approach

Open Gym

Organizational Patterns

Performance Standards

Player-Coach

Problem Solving, Exploration and the Process of Discovery

Program Learning

Selective Program

Task Cards

Team Teaching

Worksheets and Study Guides

BEHAVIORAL MODIFICATION

This is a teaching strategy used to modify or change the aspect or aspects of an individual childs behavior. This behavior may be inhibiting the child from learning and may also be disruptive in a way that other class members are kept from completing learning tasks. Advocates of this strategy contend that love of learning develops from pleasurable experiences with learning. Reward systems can significantly increase a student's motivation to modify his/her behavior. The consistency of reward method and the immediacy of the reward are the keys to ensuring a positive change in behavior. The reward may be stars, candy, ribbons, tickets, prizes, or others. The learner must understand what behavior will earn a reward. A short term reward, given frequently during a lesson to modify behavior, usually reinforces the desired behavior and sustains effort. A long term reward, supplied after accumulated efforts, will usually encourage perseverance. The following is an example of how behavioral modification might be applied in an elementary school physical education class.

Chris, a seven year old, could not complete a thirty minute physical education class without physically bothering other children by hitting or pushing. Chris was spoken to by the teacher. It was decided that for every five minutes of class time Chris could avoid aggressive contact with another child a token would be awarded. When Chris could maintain enough self-control to go through an entire physical education period avoiding aggressive behavior a ribbon was awarded. Accompanying these tangible rewards were praise and reinforcement. If this technique is successful, negative behavior is eliminated to the extent that praise and positive recognition of progress can replace the tangible rewards.

CONTRACT TEACHING

A student can elect activities and know that satisfactory performance of certain specific skills or completion of specific tasks will lead to a stipulated grade. Contracts should be developed for individual activities to insure sequential learning. A student should begin on a contract suitable to skill level and progress through successive contracts at individual rates as skill development allows.

The contents of the contract may include one or several of the following:

1. Skill or concept to be learned.
2. Purpose of the activity.
3. Behavioral objective of the activity.
4. Diagnostic testing for the activity to determine the status of the individual so an appropriate contract can be assigned.
5. Activities a learner can use to teach himself the skill or concept. The contract should offer many options to the learner because students vary greatly in rates of learning.
6. Self-test to determine if one is ready for the next step.
7. Final test that is an observable objective test to determine the student's completion of the objective.

Contracts can also be student oriented independent study projects evolving from the student's interest. The student may set personal goals, establish a time table, determine the evaluation process, explore the progression of activity, and be cognizant of safety requirements. References for printed matter and audiovisual aids should be included. This type of individualized contract can incorporate the use of home and community facilities for an independent study project. This offers an opportunity for the student to utilize outside resources as a supplement to the regular program or as a total unit independent of the school facility.

A lot of latitude may be allowed for in this contractual form of instruction. For example: time spent on each contract may vary; contracts can be fulfilled at various times (lunch, after school, etc.); contracts may be used for only a warm-up period and not an entire unit, or contracts may only be available after a certain amount of instruction.

Regardless of the structure, the contract should provide a program designed to meet the specific needs of each student.

CONTRACT

I _____ hereby agree with _____ to
(student's name) (teacher's name)

complete the following skills to the best of my ability during the 4½ week segment designated as grading period Number 4.

Gymnastics

Balance Beam

Front support mount
Walk forward
Walk backward
Turning
Standing jump dismount
Spotting

Uneven Parallel Bars

Jump to straight arm support
Cast
Crotch seat
Cast to ½ turn (dismount)
Spotting

Horse

Proper approach and board use
Knee mount
Squat mount
Squat vault
Proper landings
Spotting

Floor Exercise

Leap
Scale
V-seat
Lunge to forward roll
V seat to back shoulder roll to knee swan
Spotting

Tumbling

Forward roll
Backward roll
Hurdle
Back straddle
Spotting

Trampoline

Jump in one spot
Break
½ turn
Knee drop
Tuck jump
Spotting

If I, _____ satisfactorily fulfill the above, my teacher
(student's name)

_____, will award me the grade of "PASS." If I fail to
(teacher's name)

comply with the stated requirements, I shall receive a grade of "FAIL" or renegotiate this contract.

I agree to the above terms of the contract.

_____
(student's signature)

_____
(teacher's signature)

CULMINATING EXPERIENCES

Many teachers find that a specific culminating activity is a desirable way to subjectively evaluate skill, social and emotional growth of students following an instructional unit.

Some suggested culminating experiences are:

Single and Intra-class tournaments -

A ladder tournament to end a tennis unit--a round robin tournament to end a basketball unit--a double elimination tournament to end a softball unit.

Sportsday -

Teams from various classes within the same school could meet after school and compete, a school could invite team(s) from one or more schools to compete or championship teams from class tournaments could challenge championship teams from other class.

Play Day -

Students meet for the purpose of playing for recreational enjoyment. Students are randomly placed on teams for volleyball or other sports in an effort to encourage sportsmanship and social interactions.

Meets -

This is especially effective for gymnastics and track units. The meet could be conducted during class time with several events being conducted each day. The students could enter events as individuals or be divided into teams. The culminating meets could also be held after school by grade level and usually completed in a single afternoon.

Field Day -

A variety of activities can be organized for a field day. The primary purpose is for students to have fun doing physical activity. Awards such as certificates and ribbons can be presented. Examples of field day activities are a sack race, three-legged race, balloon stomp, egg toss, dashes, throwing or tossing for accuracy, obstacle course, marathon race, tug of war, water balloons, speed rope jumping contest,

throwing or batting for distance or accuracy, basket shooting contest and games of low organization.

Demonstrations -

Students can derive a great feeling of satisfaction from sharing skills with peers, as well as the community. Physical education demonstrations featuring aspects of the program, such as dance or gymnastics may be presented as a school assembly, a PTA meeting, or during the half time of a football or basketball game.

DIAGNOSTIC-PRESCRIPTIVE TEACHING

This strategy utilizes continued individualizing of instruction. Each skill or combination of skills is reviewed and evaluated by the teacher at periodic intervals. This evaluation may be done through skill tests, check lists, behavioral objectives, observations and self-evaluative methods. The teacher and/or student then prescribes follow-up experiences to remediate the diagnosed weaknesses.

An example of an activity which lends itself to this form of strategy is archery. A class of forty is organized with six targets, three archers shooting simultaneously at each. The shooter will have a partner observing and waiting behind them. Six arrows are shot in succession with the teacher or partner observing the individuals shooting. Through observations, recordings are made on a checklist. This checklist breaks down the skill into components of address, nock, draw, anchor, aim, and release. Immediately following observation the teacher confers with the evaluated student. Errors are pointed out and remediation is recommended through demonstration, viewing of loop films, reading materials, observations of others, and practice sessions. A future evaluation is made to note progress.

Other activities which lend themselves to this strategy are bowling, golf, tennis, track, gymnastics and fencing. This technique is also desirable when teaching a small group of children who have dissimilar learning, motor or perceptual problems.

ENRICHMENT EXPERIENCES

In order to encourage better use of leisure time, a program can utilize community recreation facilities for off-campus participations. These experiences provide an introduction to community recreation opportunities and resources. These may be natural, human, material, or instructional.

The facilities may also be incorporated on an individual basis. The student can originate a contract outlining plans to use an off-campus facilities in a study approach. The student may want to incorporate the services of a specialists in the instruction. In some cases the off-campus specialist will approve the contract and assist in the evaluation.

Class Example

Bowling - A 2-hour course is held once a week for 7 weeks with instruction in basic fundamentals. It includes 3 games per session with interclass league competition provided.

Individual Examples

1. Winning a belt in a karate program.
2. Coaching a softball team in a summer recreation league.
3. Acting as a counselor at a day camp.
4. Earning a junior lifesaving certificate.
5. Participating in a bike ride every day in the summer and completing the project by taking a 50 mile bike hike.
6. Watching a sports event on television and preparing a teacher assigned report.
7. Attending a varsity football game and observing defensive strategies.

FLEXIBLE SCHEDULING

The flexibility needed in a schedule is determined by behavioral outcomes desired for each instructional group and based on motivation, age, past experience, and future goals. The allotment of time will be dependent on student characteristics, teaching methods and the learning task to be accomplished.

Four basic types of instruction in flexible scheduling are large and small group instructions, independent study, and open laboratories.

In flexible scheduling the teaching grouping and goals must be flexible. This scheduling method can help organize instruction time into an efficient pattern, e.g., scheduling classes back to back, whereby, as one class leaves the gymnasium another immediately enters, leaving no facility vacant while students are dressing.

Modified flexibility can be exhibited by altering the standard time and period schedule as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	1	1	5	3	1
Period 2	2	2	6	4	2
Period 3	3	3	1	5	3
Period 4	4	4	2	6	4
Period 5	5				5
Period 6	6				6

On Monday and Friday the classes consist of two 27 minute mods. On Tuesday, Wednesday, and Thursday the classes consist of three 27 minute mods.

Another type of flexibility occurs when students have unscheduled time on a flexible schedule. During unscheduled time students can pursue independent study, report to the resource center or library, have a conference with their teacher, or participate in physical education activity.

Example of student's weekly schedule:

Day	Area	Activity
Monday	Gym	Teacher instruction
Tuesday	Gym	Individual practice
Wednesday	Gym	Individual practice
Thursday	Resource center, library, or conference	Independent work
Friday	Gym	Practical application (game setting)

GRADUAL LOOSENING

The unit may begin with a very structured style of teaching. This is characterized by teacher explanation and demonstration and use of drills by command. As the unit progresses and the students have developed a particular level of skill, the teacher can gradually loosen the structure so that more time can be allotted to individual practice and instruction.

The structured large group instruction can be used for presentation of history, values, rules, strategies, and demonstration of skills. As the structure is loosened the students work on areas of need and choice. Different modes of instruction such as printed and audiovisual materials can be incorporated at this point.

This approach encourages the students to work independently with structured guidelines at the onset of the unit.

LEARNING CENTERS

A learning center is a place where a small group of students work on one skill or exercise. The center may be planned for several purposes: (1) to diagnose a skill--such as free throw competency (2) to remediate a deficiency--such as practicing to improve free throw competency (3) to introduce a new skill--such as trampoline stunt (4) to explore or create movement--such as finding as many different ways as possible to jump a rope or by putting four warm-up exercises into a smooth sequence and (5) to have fun--such as a game of handball or a scooter race. The number of learning centers in a single class would depend upon objectives, space available, and the maturity of the students to work without direct teacher supervision. Learning centers can be set up for the following objectives:

To increase physical fitness and warm-up the body for subsequent activity.

Suggested examples for these centers are:

I. Agility course
II. Pull-ups or push-ups
III. Sit-ups
IV. Standing broad jump
V. Running laps for time
VI. Squat thrusts
VII. Rope jumping

Skill building centers for a specific sport (e.g., soccer)

I. Dribble for speed and control around obstacles
II. Partner pass and dribble
III. Blocking using the body
IV. Goal keeper skills--punt and throw
V. Two offense on one defense
VI. Three offense on two defense
VII. Lane modified soccer
VIII. Five offense against six defense

Basic hand-eye coordination centers

I. Batting a ball from a tee for distance--plastic bat/ball
II. Plastic cups and bean bag--partner--"One Step Game"
III. Bean bag target toss
IV. Red rubber ball shooting into stacked tires
V. Paddle and ball skills
VI. Four square

Centers may be organized so that each child spends a specific amount of time at each center. Rotation is done in this method on a specific command. Centers may be organized so that the child makes the decision where to work. Guidelines of expectations at each center are established by the teacher. Centers may also be organized in a difficulty progression, with each student required to pass minimum performance standards before going onto the next center. If this pattern is followed it will be necessary to duplicate the same center in several separate locations and to gradually add the more difficult centers as the group progresses.

LEARNING PACKETS

Learning packets are another strategy for individualizing instruction. Each student will receive an envelope that contains all expectations for the content of that unit. The packet will probably contain the learning objectives, a diagnostic test to determine initial ability, cognitive experiences, psychomotor activities which are self-directed, a self-appraisal sheet, a final test study guide, challenge activities and evaluative criteria. The example below is an outline with suggestions for Beginning Tumbling.

I. Content: Cartwheel

II. Learning Objective
Given a tumbling mat, and after a warm-up period, the student will demonstrate the proper way to approach, execute and finish a cartwheel.

III. Diagnostic Test
Same as learning objective

IV. Psycho-motor Activities
- A. Observe other student perform the cartwheel
- B. Read Feminine Gymnastics, page 28, Fig. 54 "Cartwheel"
- C. Practice hand placement and hip elevation on the color coded tape on the mat.
- D. Practice hip elevation over the elastic rope.
- E. Listen to "coaching points" on listening tape number 5.
- F. Ask the teacher to observe and assist
- G. Practice with a spotter
- H. View a loop film
- I. Practice

V. Self-Appraisal and Peer Assessment
- A. Ask two classmates to watch you perform the cartwheel
- B. If skill is performed correctly ask the instructor for the final test

VI. Final Test and Individual Evaluation
- A. Ask instructor for the final form test
- B. Meet with instructor to evaluate your progress

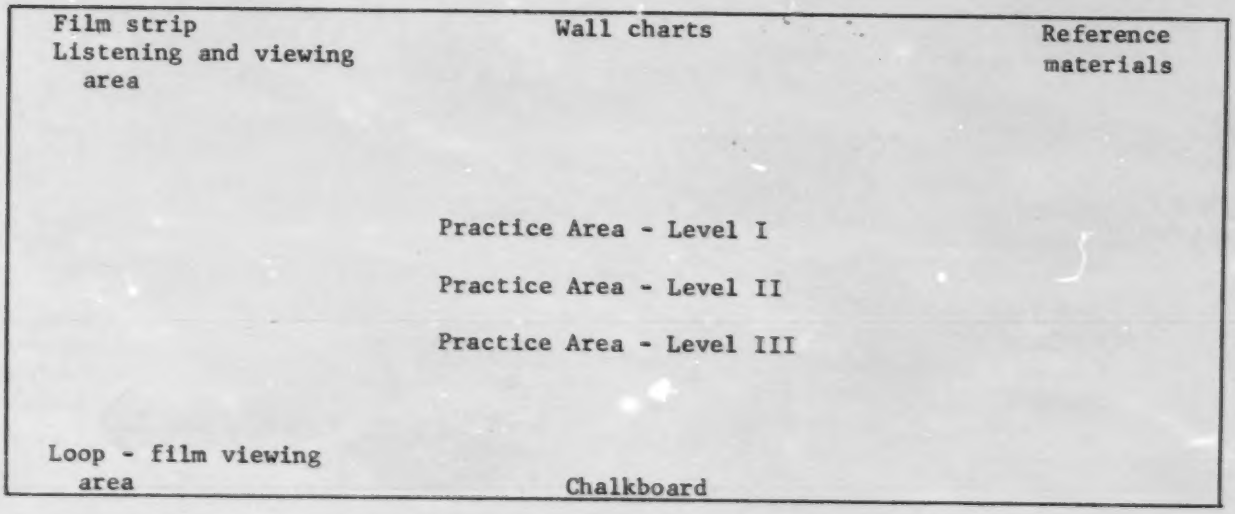
VII. Challenge Activities
- A. Help a classmate learn the cartwheel
- B. View a friend for self-test
- C. Practice the cartwheel on a straight line
- D. Practice successive cartwheels

MULTI-MEDIA APPROACH

This strategy incorporates the utilization of a variety of media to introduce, review, enrich, or reinforce curricular content. These media would include any combination of the following: loop films, cassette tapes, films, teaching machines, video tape equipment, overhead projectors, opaque projectors, tape recorders, record players, teaching charts, programmed texts, books, magazines, and work sheets.

The following is an example for a single lesson in gymnastics. During the lesson some students would be viewing a loop film on head springs with the teaching cues accompanying the film on a cassette tape recorder. Some students would be practicing headsprings over a rolled mat with two spotters and some students on a more elementary level would be involved in practicing the cartwheel progression. Adjacent to these mats would be a loop film running continuously showing perfect cartwheels and students would periodically move to the film between practice sessions.

This is an example of a learning laboratory utilizing the multi-media approach.



OPEN GYM

The open gym concept can incorporate various teaching methods and media. In this approach there are various stations throughout the gym each involving a different skill or activity. This lends itself readily to groupings of pupils in varied stages of skill levels.

Two basic methods of incorporating this system are:

1. Within one sport - for basketball the different stations may be dribbling, passing, footwork, lay-up shooting, foul shooting, etc.
2. Various sports - each station may involve a totally different activity such as volleyball, basketball, badminton, shuffleboard, etc.

Several varieties of each method can exist in the station approach such as: station 1 may be an explanation of the skill, station 2 may be a loop projector illustrating the skill, station 3 may be mass instruction and demonstration of the skill, and station 4 may be individual practice and assistance with the skill.

This system can be functional with one teacher supervising many stations or several teachers at different stations (team teaching).

Rotation to stations can be governed by specific time allotments with the change being made on instructor's command or flexible whereby students rotate by individual needs or desires. This permits students needing more work on a given skill to remain at one station while those accomplishing the pre-determined task move on to a more advanced skill.

ORGANIZATIONAL PATTERNS

Physical education classes can be organized in a variety of ways. The decision as to which organizational pattern would be most desirable is dependent upon curricular goals and flexibility factors such as available space and number of teachers. The organizational pattern of the total school may also determine the limitations in the selection and flexibility of class organization. Below are listed various organizational patterns to enhance learning.

I. Homogeneous groups

Students of the same age or grade: This is desirable when specific units of instruction are presented in a structured sequence such as a sophomore health unit.

Students of comparable ability: Diagnostic procedures can be used to determine ability levels for specific instructional units or separate skills. Informal observation and individualized testing can be used to determine student placement. To separate students by ability may be desirable when there is an exceptionally wide variance in skill level in a specific activity among a single class of students. Gymnastics, tennis, and other individual sports lend themselves well to ability grouping.

II. Heterogeneous groups

Students of different ages and grades: Multi-age groupings can be a valuable instructional aid. This method of organization usually assures that the teacher will have older children who can provide leadership, demonstrate, set behavior models and assist younger children. For general instruction, it is not recommended that the ages span more than three years due to physiological and maturational factors.

Students of varying abilities: A typical class is composed of students possessing a wide range of abilities. This is desirable if instruction is individualized so that the needs of all students are met. One advantage of heterogeneous grouping by ability is that leadership can be developed in the more highly skilled if they are utilized to help other class members.

PROBLEM SOLVING, EXPLORATION AND THE PROCESS OF DISCOVERY

Problem solving, exploration and the process of discovery--these strategies are employed in basic movement education approaches to learning. These techniques involve children discovering their own mental and movement solutions to carefully stated problems. This approach may be used for any content area and any grade level. The sequential steps to utilize this strategy would be (1) to formulate the objective (dribbling with control) (2) to give the student the problem ("see how many different ways you can bounce the ball with control") (3) to permit the students to explore (4) to redefine the problem, and if necessary, (5) to yield the desired response ("now select your best way to bounce so that you can walk forward without losing control of the ball" - "try to move as quickly as you can without losing control"). Hopefully the student can continuously adapt his/her solutions to "discover" the most efficient way to move while bouncing a ball. The observed successes or difficulties with this problem would determine the teaching cues given and the amount of review necessary.

PLAYER - COACH

Lower skilled players may also be poor organizers and lack knowledge of strategy. Carefully selected skilled players can act as player - coaches. As players they can be restricted in what they can do in a game in order to avoid their dominance in the game situation. Their participation on a lower skilled team can serve as an example and teaching aid to the other players.

These pupils can be encouraged to help less skilled peers learn skills, teamwork when practicing skills, and execute a practice test or evaluation before the teacher observes the student on an official test.

Students helping their peers in rating, judging, or skill evaluation can be a very positive reinforcement strategy. It also offers a challenge to the student to make a contribution by showing a concern for others. This is a good teaching strategy for all students involved. An outgrowth of this strategy may be the incorporation of physical education student assistants. These students are generally identified as highly skilled leaders who have a desire to elect an additional class period of physical education.

PROGRAMMED LEARNING

This teaching strategy involves the use of auto-instructional devices of two categories, teaching machines and programmed texts. The material to be learned is presented in small, sequential steps. The learner makes a response and receives immediate feedback as to the corrections of the response. The learner is not permitted to advance to a higher level until he/she has the master of previous material. The program also provides the opportunity for repeating earlier material whenever needed.

SELECTIVE PROGRAM

A selective required physical education program is designed to give students an opportunity to select activities of their choice and interest within give requirements. Emphasis should be placed on lifetime sports which should encourage students to pursue these activities as a part of their lifestyles. The selective program should give maximum flexibility in course offerings and maximum use of facilities, equipment, supplies, and staff. The quality of instruction will improve because teachers teach their specialities. Guidelines are necessary to insure selection of courses according to skill level and to encourage improvement to more advanced levels in various activities.

Within a 2 year period students would have to complete the following area requirements:

A. Team sports ---------- 3

B. Individual sports ---------- 3

C. Dance or Gymnastics --------- 1

D. Conditioning ---------- 1
8 units

E. Electives ---------- 8
16 units in 2 years

SELECTIVE PROGRAM
Student Selection Sheet

Name _____
Base Teacher _____
Period _____ Grade _____

First 9 weeks	Second 9 weeks	Third 9 weeks	Fourth 9 weeks
Football Field Hockey Archery Badminton Golf Tennis	Basketball Gymnastics Fencing	Wrestling Basketball Folk dance Recreational games Volleyball	Softball Angling/Camping Golf Tennis Track and Field
Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____
Soccer Speedball Modern dance Archery Badminton Golf Tennis	Wrestling Folk dance Recreational games Volleyball	Basketball Fencing Gymnastics Recreational games Volleyball	Softball Angling/ Camping Golf Tennis Track and Field
Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____	Grade ___ Absences ___ Teacher _____

Grade 10 do not select from second quarter. All students must select 1 team and 1 individual sport. You cannot repeat a choice.

SELECTIVE PROGRAM

Physical Education Department
Grade Card

Name _____ Base Teacher _____ Grade _____ Period _____

Unit	Teacher	Course	Absences	Interims	Grade	9 weeks
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Parent's Name _____
Address _____

Phone _____

TASK CARDS

Task cards can be prepared by student or teacher in a variety of ways for any specific content area. Example: the skills necessary for successful participation in an activity are identified and described in behavioral terms. These skills are placed on task cards. The tasks can then be placed in a difficulty progression or in categories. A series of task cards might be prepared for an activity such as tennis, whereby asset would be prepared for each specific skill (i.e., the forehand, the backhand, the service). The cards would be placed in a progression from simple to complex. The student would begin at level one and progress at individual rate. Another use of task cards would be if the student diagnoses needs and selects or writes a task card(s) which would indicate the needed experience or goal to be reached.

Task Card Number 7 - Beginning Tennis
Go to the practice area. Using a forehand stroke, successfully drop and hit tennis ball into 4' x 6' rectangular box on the wall from behind the 20' line on the blacktop fifty time.

Teacher's signature _____
Student _____ Date _____

Task Card Number 2 - Basic Basketball Skills Progression
Practice dribbling the ball until you can use your right and left hand and weave through the maze of traffic cones with control in less than 20 seconds.

Teacher's signature _____
Student _____ Date _____

TEAM TEACHING

Team teaching is a strategy of organization which involves several teachers working together to plan and implement learning experiences for a group of students. Typically, this technique utilizes a master teacher for large group instruction and demonstration with members of the "team" assisting. This is then followed by practice in smaller groups with each team member responsible for the experience of one group.

This strategy could be utilized whenever two or more teachers have the space and the desire to implement it. For example, on the secondary level in an open gym concept team teaching for a volleyball unit would be desirable. One fifty-five minute lesson with six teachers and two hundred forty students could be organized as follows:

I. Circuit warm-ups - a ten station warm-up circuit is set up to accommodate twelve students per station. Rotate group every 60 seconds.

II. Master teacher introduces and demonstrates the overhand service (5 minutes).

III. Work groups - using contracts at 10 skill centers
   - A. Wall volley
   - B. Partner net volley
   - C. Underhand digs to wall
   - D. Bumps to wall
   - E. Informal volleys in teams on three courts
   - F. Overhand serve toss and hit to wall
   - G. Serve practice on three courts
   - H. Skill contract check off center

WORK SHEETS AND STUDY GUIDES

This type of written approach requires the student to read, study, and/or perform the material related to the skill or activity. This method can be used in a variety of ways.

1. Study guides containing history, playing rules and methods of scoring.
2. Work sheets containing important instructional material such as explanation and the proper execution of skills. These can also be in the form of charts.
3. Evaluative guides giving information showing how to correct an error in form or execution.
4. Guides illustrating various playing techniques such as positions of players on a field or playing strategies for various positions.
5. Guides showing technique in scoring or officiating.
6. Checklist of sequential skills requiring the students to check the skill as they progress to each level. This provides a visual means of motivation and serves as an instructional guide. Students can record and evaluate progress.

Sample Work Sheet

Basketball I

Name _____ Activity _____

Complete the activities in the order listed. As each is accomplished, place a checkmark by that item. After all items have been complete report to the instructor for evaluation.

Successfully dribble a ball 10 times with your right hand while standing stationary. _____

Successfully dribble a ball 10 times with your left hand while standing stationary. _____

Successfully dribble a ball alternating with left and right hand while standing stationary. Repeat until you have dribbled the ball 10 times with each hand. _____

Successfully dribble straight across the gym once using only your left hand. _____

Successfully dribble straight across the gym once using only your right hand. _____

PERFORMANCE STANDARDS

Before each unit begins the teacher will determine performance standards for the various levels of skill. The students are given standards or goals they will expect for each level. This may be used as an evaluative technique or as a means of determining progress. Each level should consist of the skills and competencies required to meet the standards for a particular letter grade or in order to move on to the next level.

The following are examples of minimum performance standards for Basketball - Level I.

Front Shot - 2 baskets
15 trials from a spot just outside the free throw circle where the free throw line intersects the circle on the left facing the basket.

Side Shot - 3 baskets
10 shots from a spot near the corner of the court, at the side of the basket, and behind a line 15 feet from the center of the basket. Ten attempts should be taken from both sides.

Foul Shot - 4 baskets
20 shots from the free throw line.

Under the Basket Shot - 3 baskets
From a position under the basket the player shoots, recovers the ball and shoots again as rapidly as possible. Time limit is 30 seconds.

Speed Pass - 17.7 seconds
From a line on the floor parallel to and nine feet from a solid smooth wall, player passes the ball against the wall 18 times. The score is the best time required to complete 10 passes against the wall.

Jump and Reach - 9"
Measure a player's jump over and above her reach. Player reaches as far as possible and makes a mark on the wall at the top of the reach. The student then jumps as high as possible. The distance between the first and second marks on the wall is measured to the nearest inch.

Overarm Pass for Accuracy - 4 points
Player uses a single overarm pass at a target 20 feet away and 3 feet above the floor. Three points are scored for balls hitting the center circle, two points for balls hitting the next circle, and one point for balls hitting in the outer circle. Ten attempts are made.

Push Pass for Accuracy - 8 points

Player passes the ball at a target 15 feet away. A two-hand push pass must be used. Target scores are the same as the "Overarm Pass for Accuracy." Ten attempts are made.

Dribble - 19.5 seconds

Player dribbles the ball weaving in and out of 5 chairs placed in a row in a straight line. The first chair is placed 5 feet from the starting line and the remaining chairs are 8 feet apart. The score is the number of seconds to the nearest tenth it takes for the student to complete the course and return to the starting line.